Program Outcomes Assessment

BA/BS in Physical Education All-Grade

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Last Modified: 08/31/2015 03:49:17 PM CST
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General Information (Program Outcomes Assessment)
### Standing Requirements

#### Mission Statement
The mission of the Physical Education Teacher Education (PETE) Program is to prepare highly qualified physical educators who will demonstrate the knowledge, skills, and dispositions to promote student learning and physically active lifestyles. Our nationally accredited (NCATE & NASPE) program highly values experiential learning and field-based practice.

#### Outcomes Library

<table>
<thead>
<tr>
<th>BA/BS in Physical Education Outcome Set (effective 2013)</th>
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#### 1. Scientific and theoretical knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Physiological and biomechanical concepts</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Describe and apply physiological and biomechanical concepts related to skilful movement, physical activity and fitness.</td>
<td></td>
</tr>
<tr>
<td>1.2 Motor learning and psychological/behavioral theory</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Describe and apply motor learning and psychological/behavioral theory related to skilful movement, physical activity and fitness.</td>
<td></td>
</tr>
<tr>
<td>1.3 Motor development theory and principles</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Describe and apply motor development theory and principles related to skilful movement, physical activity and fitness.</td>
<td></td>
</tr>
<tr>
<td>1.4 Perspectives of physical education</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Identify historical, philosophical and social perspectives of physical education issues and legislation.</td>
<td></td>
</tr>
<tr>
<td>1.5 Analyze and correct critical elements of motor skills and performance concepts.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

#### 2. Skill-based and fitness based competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Personal competence in motor skills performance</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</td>
<td></td>
</tr>
<tr>
<td>2.2 Health-enhancing level of fitness</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Achieve and maintain a health-enhancing level of fitness throughout the program.</td>
<td></td>
</tr>
<tr>
<td>2.3 Demonstrate performance concepts</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

2
Demonstrate performance concepts related to skillful movement in a variety of physical activities.

## 3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Design short-term and long-term plans</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.</td>
<td></td>
</tr>
<tr>
<td>3.2 Develop appropriate goals and objectives</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.</td>
<td></td>
</tr>
<tr>
<td>3.3 Design content aligned with objectives</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Design and implement content that is aligned with lesson objectives.</td>
<td></td>
</tr>
<tr>
<td>3.4 Plan for resources to provide learning experiences</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Plan for and manage resources to provide active, fair and equitable learning experiences.</td>
<td></td>
</tr>
<tr>
<td>3.5 Plan instruction for diverse student needs</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionailities.</td>
<td></td>
</tr>
<tr>
<td>3.6 Plan instruction that addresses diverse needs</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.</td>
<td></td>
</tr>
<tr>
<td>3.7 Demonstrate knowledge of current technology</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.</td>
<td></td>
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</table>

## 4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Communication skills</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</td>
<td></td>
</tr>
<tr>
<td>4.2 Demonstrations, explanations, cues, and prompts</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</td>
<td></td>
</tr>
<tr>
<td>4.3 Instructional feedback</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Provide effective instructional feedback for skill acquisition, student learning and motivation.</td>
<td></td>
</tr>
<tr>
<td>4.4 Adjust instructional tasks</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</td>
<td></td>
</tr>
<tr>
<td>4.5 Managerial rules, routines, and transitions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.</td>
<td></td>
</tr>
<tr>
<td>4.6 Help students demonstrate responsible behaviors</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Select or create assessments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Select or create appropriate assessments that will measure student achievement of goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>5.2 Use assessments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Use appropriate assessments to evaluate student learning before, during and after instruction.</td>
<td></td>
</tr>
<tr>
<td>5.3 Use the reflective cycle to implement change</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.</td>
<td></td>
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6. Professionalism
Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>6.1 Belief that all students can become physically educated</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.</td>
<td></td>
</tr>
<tr>
<td>6.2 Collaboration and professional development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Participate in activities that enhance collaboration and lead to professional growth and development.</td>
<td></td>
</tr>
<tr>
<td>6.3 Ethical behavior</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.</td>
<td></td>
</tr>
<tr>
<td>6.4 Respectful communication</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Communicate in ways that convey respect and sensitivity.</td>
<td></td>
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BS in Physical Education Outcome Set
Communication of Outcomes

We are communicating PE All Grade program learning outcomes in the following ways.

1. Program learning outcomes are posted in the department website.
2. Our PE All Grade Program Poster includes program learning outcomes.
3. Each course syllabus in the PE All Grade program includes program learning outcomes. A sample syllabus is attached.

File Attachments:

1. PE 442 Spring 2012 Syllabus.docx
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

**Archive**

<table>
<thead>
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<th>File Attachments:</th>
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<tbody>
<tr>
<td>1. BS in Physical Education All-Grade - SPA Report March 2011.pdf</td>
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<td>2. Physical Education</td>
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<td>Physical Education Program Report</td>
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## 2009-2010 Assessment Cycle

### Assessment Plan

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#### Content Knowledge for Teacher Candidates

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<th>PE 266</th>
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<tr>
<td><strong>Direct - Exam</strong></td>
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</table>

**Details/Description:** Student knowledge is measured via exams. The course grade is the outcomes assessment in this course.

**Target:** Letter grade C or better

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** The course instructor (s)

<table>
<thead>
<tr>
<th>Measure</th>
<th>PE 366</th>
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<tbody>
<tr>
<td><strong>Direct - Exam</strong></td>
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</table>

**Details/Description:** Student knowledge is measured via exams

**Target:** The course grade is the outcomes assessment in this course

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course instructor (s)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Praxis II</th>
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<tbody>
<tr>
<td><strong>Direct - Exam</strong></td>
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</table>

**Details/Description:**

**Target:** Passing 70%

**Implementation Plan (timeline):** Students complete exam for state licensing.

**Responsible Individual(s):** Judy Sheese

#### Pedagogical Content knowledge for Teachers

<table>
<thead>
<tr>
<th>Measure</th>
<th>PE 302 Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Direct - Student Artifact</strong></td>
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</table>

**Details/Description:** Lesson plan

**Target:** "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course Instructor (s)

**Supporting Attachments:**

- [tk20.indstate.edu PE Lesson plan rubric](Web Link)
- [https://tk20.indstate.edu/campustoolhighered/k12_courses_allrubrics_body.do?](https://tk20.indstate.edu/campustoolhighered/k12_courses_allrubrics_body.do?)
**Measure: PE 310: Teaching Performance Evaluation**
Direct - Other

**Details/Description:** Student Teaching Performance is evaluated using the teaching evaluation rubrics.

**Target:** 70% or better

**Implementation Plan (timeline):** We will begin this assessment data collection via TK 20 in spring 2010

**Responsible Individual(s):** Course instructor

**Supporting Attachments:**
- Teaching evaluation rubrics (Microsoft Word)
- Student teaching performance is evaluated by the course instructor and hosting teachers using the attached instrument during PE 310

---

**Measure: Disposition Assessment**
Direct - Other

**Details/Description:** Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

**Target:** Meet or exceed

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course instructors

**Supporting Attachments:**
- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

---

**Measure: Student Teaching Unit Report**
Direct - Portfolio

**Details/Description:** Student teachers unit report will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

**Target:** There are three levels:
- Exceeds (3), Meets (2), and Does not meet (1pt.).

Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline):** At the end of each semester

**Responsible Individual(s):** All teacher education faculty members

---

**Measure: PE 310: Unit Plan (Assessment Section)**
Direct - Student Artifact

**Details/Description:** Students complete their unit plan assignments during PE 310. The part of the unit plan is an assessment plan section that is a measure of the teacher candidates’ understanding on how to assess student learning.

**Target:** 70% or better

**Implementation Plan (timeline):** The assessment data collection will begin in spring 2010.

**Responsible Individual(s):** Course instructor (s)
**Measure**: Student Teaching Unit Report  
Direct - Portfolio

**Details/Description**: Student teachers unit report will be the measure to assess student learning for teacher candidates.

**Target**: There are three levels: 
Exceeds (3), Meets (2), and Does not meet (1pt.).  
Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline)**: At the end of each semester

**Responsible Individual(s)**: All teacher education faculty members

---

**Assessment Findings**

**Finding per Measure**

**BS in Physical Education Outcome Set**

**Outcomes**

**Content Knowledge for Teacher Candidates**  
This is the initial outcome for NCATE.

**Measure**: PE 266  
Direct - Exam

**Details/Description**: Student knowledge is measured via exams  
The course grade is the outcomes assessment in this course

**Target**: Letter grade C or better

**Implementation Plan (timeline)**: Each semester

**Responsible Individual(s)**: The course instructor(s)

---

**Findings for PE 266**

**Summary of Findings**: PE 266 (N=130)

A=32  
B=51  
C=26  
D=9  
F=12

PE 366 (N=107)

A=34  
B=32  
C=26  
D=4  
F=9

**Results**: Target Achievement: Met

**Recommendations**: Students who did not meet the expectation may need a remediation plan.

**Reflections/Notes**: About 6.3% of students in PE 266 and 8.2% of students in PE 366 did not meet the expectation. 
Still majority of students are meeting the expectation

---

**Measure**: PE 366  
Direct - Exam
Details/Description: Student knowledge is measured via exams
Target: The course grade is the outcomes assessment in this course
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course instructor (s)

Findings for PE 366

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target: Passing 70%
Implementation Plan (timeline): Students complete exam for state licensing.
Responsible Individual(s): Judy Sheese

Findings for Praxis II

Summary of Findings: 2007 data was 89%
Results: Target Achievement: Met
Recommendations: Continue to monitor
Reflections/Notes:

Pedagogical Content knowledge for Teachers

Measure: PE 302 Lesson Plan
Direct - Student Artifact

Details/Description: Lesson plan
Target: "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course Instructor (s)
Supporting Attachments:
http://tk20.indstate.edu/PE Lesson plan rubric (Web Link)
https://tk20.indstate.edu/campustoolshighered/k12_courses_allrubrics_body.do?action=viewrubric&710f668b52d22511bea59ecde-5547=com.tk20.webtier.utils.courses.RubricBean%401825078

Findings for PE 302 Lesson Plan

Summary of Findings: Average 2.56
Results: Target Achievement: Met
Recommendations: Continue to monitor
Reflections/Notes:
**Measure:** PE 310: Teaching Performance Evaluation

Direct - Other

**Details/Description:** Student Teaching Performance is evaluated using the teaching evaluation rubrics.

**Target:** 70% or better

**Implementation Plan (timeline):** We will begin this assessment data collection via TK 20 in spring 2010

**Responsible Individual(s):** Course instructor

**Supporting Attachments:**
- Teaching evaluation rubrics (Microsoft Word)
  Student teaching performance is evaluated by the course instructor and hosting teachers using the attached instrument during PE 310

**Findings** for PE 310: Teaching Performance Evaluation

*No Findings Added*

**Measure:** Disposition Assessment

Direct - Other

**Details/Description:** Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

**Target:** Meet or exceed

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course instructors

**Supporting Attachments:**
- Disposition Survey Instrument (Microsoft Word)
  Disposition Survey Instrument with Rubrics

**Findings** for Disposition Assessment

**Summary of Findings:** 2008-2009

- PE 210: 2.87
- PE 290: 3.18
- PE 310: 3.19
- PE 400: 3.68

**Results:** Target Achievement: Met

**Recommendations:** Continue to monitor

**Reflections/Notes:** Students improve their disposition over time during the entire program. The upper level courses show higher disposition scores than lower level course.

**Measure:** Student Teaching Unit Report

Direct - Portfolio

**Details/Description:** Student teachers unit report will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

**Target:** There are three levels:
- Exceeds (3), Meets(2), and Does not meet (1pt.).
- Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline):** At the end of each semester
**Responsible Individual(s):** All teacher education faculty members

### Findings for Student Teaching Unit Report

**Summary of Findings:** 2008 (n=11)
- INTASC Standard 2 = 2.65
- INTASC Standard 3 = 2.6
- INTASC Standard 4 = 2.79
- INTASC Standard 6 = 2.86

2009-2009 (n=18)
- INTASC Standard 2 = 2.4
- INTASC Standard 3 = 2.3
- INTASC Standard 4 = 2.6
- INTASC Standard 6 = 2.7

**Results:** Target Achievement: Met

**Recommendations:** Continue to monitor

**Reflections/Notes:** Students tend to have the lowest score on INTASC standard 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

---

**Student Learning for teacher candidates**

**Measure:** PE 310: Unit Plan (Assessment Section)

**Direct - Student Artifact**

**Details/Description:** Students complete their unit plan assignments during PE 310. The part of the unit plan is an assessment plan section that is a measure of the teacher candidates’ understanding on how to assess student learning.

**Target:** 70% or better

**Implementation Plan (timeline):** The assessment data collection will begin in spring 2010.

**Responsible Individual(s):** Course instructor(s)

### Findings for PE 310: Unit Plan (Assessment Section)

**No Findings Added**

---

**Measure:** Student Teaching Unit Report

**Direct - Portfolio**

**Details/Description:** Student teachers unit report will be the measure to assess student learning for teacher candidates.

**Target:** There are three levels:
- Exceeds (3), Meets(2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline):** At the end of each semester

**Responsible Individual(s):** All teacher education faculty members

### Findings for Student Teaching Unit Report

**Summary of Findings:** 2007-2008 (n=13)
- INTASC Standard 1: E=12, M=1, D=0
- INTASC Standard 5: E=10, M=3, D=0
- INTASC Standard 7: E=10, M=3, D=0
2008 to 2009 spring (n=18)
INTASC Standard 1: E= 14, M=4, D=0
INTASC Standard 5: E=15, M=3, D=0
INTASC Standard 7: E= 13, M=5, D=0
INTASC Standard 8: E=14, M= 4, D=0

Results: Target Achievement: Met
Recommendations: Continue to monitor

Reflections/Notes: 2006-2007 data were retrieved from LiveText.
2007-present 2008 data were retrieved from TK20.
The rating scales in both system were different.
E=Exceeded, M= Meets, D= Does not meet the expectations

Overall Recommendations

To continue to monitor the overall operation and progress of the program the program is recommended to prepare the program evaluation report every year (At the end of June).

Overall Reflection

The aggregated data show that the program is meeting the expectations overall.
The continuous monitoring the program operation and evaluation is needed.

Action Plan

Actions

BS in Physical Education Outcome Set

Outcomes

Content Knowledge for Teacher Candidates
This is the initial outcome for NCATE.

Action: Remediation plan for PE 266 & PE 366

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Need to track the students who did not meet the expectations and provide a remediation plan.

Implementation Plan (timeline): At the end of academic year

Key/Responsible Personnel: The course instructor(s) and the program coordinator

Measures:

Resource Allocations:

Priority: Low
### Pedagogical Content Knowledge for Teachers

**Action: Teaching Performance Data Collection**

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** To obtain data for students pedagogical content knowledge we will begin to collect student teachers' teaching evaluation data. Begin to implement teaching evaluation data.

**Implementation Plan (timeline):** In spring 2010 we will begin to collect teaching performance data via TK20 in PE 310 class.

**Key/Responsible Personnel:** The course instructor

**Measures:** The measurement instrument is attached

**Resource Allocations:**

**Priority:** High

### Professional and Pedagogical Knowledge and Skills

**Action: Disposition Data Collection**

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** We will continue to collecting disposition data in each course (PE 201, PE 290, PE 310, & PE 400).

**Implementation Plan (timeline):** Every semester data will be collected. At the end of the academic year we will aggregate the data to review the results.

**Key/Responsible Personnel:** Course instructors and the program coordinator

**Measures:**

**Resource Allocations:**

**Priority:** Medium

### Status Report

**Action Statuses**

**BS in Physical Education Outcome Set**

**Outcomes**

**Content Knowledge for Teacher Candidates**

**Action: Remediation plan for PE 266 & PE 366**

**Action Details:** Need to track the students who did not meet the expectations and provide a remediation plan.

**Implementation Plan (timeline):** At the end of academic year
**Key/Responsible Personnel:** The course instructor(s) and the program coordinator

**Measures:**

**Resource Allocations:**

**Priority:** Low

**Status** for Remediation plan for PE 266 & PE 366

*No Status Added*

### Pedagogical Content Knowledge for Teachers

**Action:** Teaching Performance Data Collection

**Action Details:** To obtain data for students pedagogical content knowledge we will begin to collect student teachers’ teaching evaluation data. Begin to implement teaching evaluation data.

**Implementation Plan (timeline):** In spring 2010 we will begin to collect teaching performance data via TK20 in PE 310 class.

**Key/Responsible Personnel:** The course instructor

**Measures:** The measurement instrument is attached

**Resource Allocations:**

**Priority:** High

**Status** for Teaching Performance Data Collection

*No Status Added*

### Professional and Pedagogical Knowledge and Skills

**Action:** Disposition Data Collection

**Action Details:** We will continue to collecting disposition data in each course (PE 201, PE 290, PE 310, & PE 400).

**Implementation Plan (timeline):** Every semester data will be collected. At the end of the academic year we will aggregate the data to review the results.

**Key/Responsible Personnel:** Course instructors and the program coordinator

**Measures:**

**Resource Allocations:**

**Priority:** Medium

**Status** for Disposition Data Collection

*No Status Added*

### Student Learning for

*No actions specified*
teacher candidates

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<th>Status Summary</th>
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<table>
<thead>
<tr>
<th>Summary of Next Steps</th>
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## 2010-2011 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

## BS in Physical Education Outcome Set

### Outcomes

<table>
<thead>
<tr>
<th>Content Knowledge for Teacher Candidates</th>
<th>Measure: FITNESSGRAM</th>
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<tbody>
<tr>
<td>This is the initial outcome for NCATE.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

- **Details/Description:** Health-Related Fitness Skill Test
- **Target:** All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test
- **Implementation Plan (timeline):** Each semester in PE 217 (Physical Fitness in Educational Settings)
- **Responsible Individual(s):** PE 217 Course instructor

- **Supporting Attachments:**
  - Health Fitness Zone Criterion (Word Document (Open XML))
  - Health Fitness Zone Criterion were included
  - Instrument description about FITNESSGRAM (Word Document (Open XML))

<table>
<thead>
<tr>
<th>Measure: Fundamental Movement Skill Assessment</th>
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<tbody>
<tr>
<td>Direct - Other</td>
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</tbody>
</table>

- **Details/Description:** Performance Based Skill Test
- **Target:** 70% or better based on rubric assessment
- **Implementation Plan (timeline):** Every semester in PE 214
- **Responsible Individual(s):** PE 214 Instructor

- **Supporting Attachments:**
  - Fundamental Movement Skill Test (Word Document (Open XML))
  - Description of FMS and assessment rubric

<table>
<thead>
<tr>
<th>Measure: Praxis II</th>
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<tbody>
<tr>
<td>Direct - Exam</td>
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</table>

- **Details/Description:**
- **Target:** Passing 70%
- **Implementation Plan (timeline):** Students complete exam for state licensing.
- **Responsible Individual(s):** Judy Sheese

<table>
<thead>
<tr>
<th>Pedagogical Content knowledge for Teachers</th>
<th>Measure: PE Lesson Plan</th>
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</thead>
<tbody>
<tr>
<td>Direct - Student Artifact</td>
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</tbody>
</table>
Details/Description: Lesson plan in TK 20
Target: "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course Instructors in PE 290 & PE 310
Supporting Attachments:
- Lesson Planning Assessment (Word Document (Open XML))
  Instrument and rubric

Measure: Disposition Assessment
Direct - Other
Details/Description: Disposition assessment occurs in PE 290, PE 310, & PE 400.
The survey instrument has been attached.
Target: Meet or exceed
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course instructors
Supporting Attachments:
- Disposition Survey Instrument (Microsoft Word)
  Disposition Survey Instrument with Rubrics

Measure: Student Teaching Field Experience Assessment
Direct - Other
Details/Description: Student teachers' performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.
Target: There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
  Student Teaching Field Experience data collection instrument

Measure: Student Teaching Unit Report
Direct - Portfolio
Details/Description: Student teachers unit report will be the measure to assess student learning for teacher candidates.
Target: There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:
- Student Learning Assessment (Word Document (Open XML))
  Instrument and rubric for data collection
Assessment Findings

Finding per Measure

BS in Physical Education Outcome Set

Outcomes

| Content Knowledge for Teacher Candidates | Measure: FITNESSGRAM  
Direct - Other |
|-----------------------------------------|----------------------------------|

Details/Description: Health-Related Fitness Skill Test  
Target: All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test  
Implementation Plan (timeline): Each semester in PE 217 (Physical Fitness in Educational Settings)  
Responsible Individual(s): PE 217 Course instructor  
Supporting Attachments:  
- Health Fitness Zone Criterion (Word Document (Open XML))  
- Instrument description about FITNESSGRAM (Word Document (Open XML))

Findings for FITNESSGRAM

Summary of Findings: According to data from FITNESSGRAM, Fundamental Movement Skills, and final grades of activity-based physical education courses, most candidates demonstrated skill-based and fitness-based competence and met the minimum expectations on NASPE Standards 2.1, 2.2, and 2.3. The final grades of activity-based physical education courses show that candidates demonstrated that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness. As more specific evidences for meeting Standard 2.2., FITNESSGRAM data were collected and analyzed. The results indicate that most candidates met the minimum expectations but some of them need continuous improvement on the areas which they did not meet the expectations. Aerobic fitness and flexibility were identified as weak area relative to the rest of the tests. A follow up test will be provided when they are enrolled in PE 442: Assessment in Physical Education when candidates are usually seniors. The assessment results of the Fundamental Movement Skills showed that candidates met expectations for Standards 2.1 and 2.3.

Results: Target Achievement: Met  
Recommendations : Candidates are encouraged to improve and maintain their fitness based competence.  
Reflections/Notes :  
Substantiating Evidence:  
- Section 2: Content Knowledge (Word Document (Open XML))

These Findings are associated with the following Actions:  
Fitness based competence  
(Action Plan; 2010-2011 Assessment Cycle)

| Measure: Fundamental Movement Skill Assessment  
Direct - Other |
|------------------------------------------------|

Details/Description: Performance Based Skill Test  
Target: 70% or better based on rubric assessment  
Implementation Plan (timeline): Every semester in PE 214
Responsible Individual(s): PE 214 Instructor

Supporting Attachments:
- Fundamental Movement Skill Test (Word Document (Open XML))
- Description of FMS and assessment rubric

Findings for Fundamental Movement Skill Assessment

Summary of Findings: According to data from Fundamental Movement Skills, and final grades of activity-based physical education courses, most candidates demonstrated skill-based and fitness-based competence and met the minimum expectations on NASPE Standards 2.1, 2.2, and 2.3. The final grades of activity-based physical education courses show that candidates demonstrated that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness. The results indicate that most candidates met the minimum expectations but some of them need continuous improvement on the areas which they did not meet the expectations. The assessment results of the Fundamental Movement Skills showed that candidates met expectations for Standards 2.1 and 2.3.

Results: Target Achievement: Met

Recommendations: Candidates are encouraged to improve and maintain their fitness based competence.

Reflections/Notes:

These Findings are associated with the following Actions:

Fitness based competence
(Action Plan; 2010-2011 Assessment Cycle)

Measure: Praxis II
Direct - Exam

Details/Description:
Target: Passing 70%

Implementation Plan (timeline): Students complete exam for state licensing.

Responsible Individual(s): Judy Sheese

Findings for Praxis II

Summary of Findings: 3. Analysis of data
The average passing rate of PRAXIS II Content (091) since 2007 is 90% with a mean score of 157.9. Broken out by year, in 2007-2008 the average passing rate was 95% (n = 19; M = 159.0), 92% in 2008-2009 (n = 13; M = 157.5), and 85% in 2009-2010 (n = 20; M = 157.0). Analysis of the subscores shows that candidates demonstrated higher competency than the national average in three sections and they demonstrated the same in one area which was the section 3 (i.e., Management, motivation, and communication) in 2009-2010. In 2008-2009 and in 2007-2008 ISU data show average at or above one or both comparison groups in all but one section (i.e., Health and Safety for 2008-2009, and collaboration 2007-2008). Please see the Table 1.3 for more details.

4. Interpretation of data
While the average passing rate of PRAXIS II-0091 was 90% the average score was well beyond the required score of 151 (n=52, mean=157.9). The trend of the mean score each year seemed to decrease. Due to the PRAXIS II-Content (0091) test changing in 2010, we believe it is too early to draw firm conclusions from this potential trend in the data. Additional data points are necessary to draw inferences from mean score changes. The review of the subscores on the PRAXIS II Content did not denote any area of particular weakness. The subscores varied from year to year and did not show any consistent pattern. The data showed that candidates sufficiently met the content knowledge (Standard 1) and pedagogical content knowledge (Standards 3, 4, and 5) in physical education.

Results: Target Achievement: Met
**Recommendations:** We will continue to monitor the progress in this area.

**Reflections/Notes:**

**Substantiating Evidence:**
- Section 1 Praxis II (Word Document (Open XML))

**These Findings are associated with the following Actions:**

**Fitness based competence**
(Acton Plan; 2010-2011 Assessment Cycle)

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**Pedagogical Content knowledge for Teachers**

**Measure:** PE Lesson Plan

**Direct - Student Artifact**

**Details/Description:** Lesson plan in TK 20

**Target:** "Meets expectation" scores or 70%. There are three levels:
- Exceeds (3), Meets(2), and Does not meet (1pt.).

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course Instructors in PE 290 & PE 310

**Supporting Attachments:**
- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

---

**Findings for PE Lesson Plan**

**Summary of Findings:** 3. Analysis of data:
As the aggregated data comparison chart shows there were no visible differences on the overall mean scores in both courses. The mean scores were 17.9. Please see Tables 3.1 and 3.2. However the percentage of each assessment category between two courses varied. As data Table 3.3 shows, the percentage of “exceed expectations” in each subcategory was higher in PE 310 than PE 290. The ratio of “meet expectations” or “does not meet expectations” was relatively lower in PE 310 than PE 290.

4. Interpretation of data: How it provides evidence for meeting the standard
Candidates’ planning skill improved over time and between two courses, entry level of pedagogy course (PE 290) and field based method course (PE 310) as planning assessment data show. These data are aggregated from all lesson plan assessments across several semesters data and several lesson plans over each course. Candidate performance on the beginning lesson plan versus the end of the lesson plan during each course is not visible or comparable. But the percentage of “does not meet” category usually reflect candidates’ initial lesson plan skill in each course. With a formative assessment approach, candidates lesson planning skill shifted toward the mastery level (i.e., exceed expectations or meet the expectations categories). As data show, candidates meet Standard 3, Planning.

**Results:** Target Achievement: Met

**Recommendations:** We will continue to monitor the progress in this area.

**Reflections/Notes:**

**Substantiating Evidence:**
- Section 3 Lesson Plan (Word Document (Open XML))

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**Professional and Pedagogical knowledge and skills**

**Measure:** Disposition Assessment

**Direct - Other**
Professional and Pedagogical knowledge and skills for teacher candidates

Details/Description: Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

Target: Meet or exceed

Implementation Plan (timeline): Each semester

Responsible Individual(s): Course instructors

Supporting Attachments:
- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

Findings for Disposition Assessment

Summary of Findings: ASSESSMENT 6 – DISPOSITION
DATA CHARTS
3 = Exceeds Expectations, 2 = Meets Expectations, 1 = Does not meet

Table 6.2. Aggregated Disposition Assessment Data on Four Courses (Teacher Evaluation)
Student Self Assessment on Disposition
Fall 08 Spring 09 Fall 09 Spring 2010 Fall 2010 Average
PE 201 2.95 2.86 2.93 2.85 2.93 2.9
PE 290 3.19 3.1 2.88 3.08 3.25 3.1
PE 310 3.24 3.19 3.22 3.28 3.37 3.2
PE 400 3.79 3.58 3.44 3.49 3.75 3.6

Table 6.3. Aggregated Disposition Assessment Data on Four Courses (Self Assessment)
Student Self Assessment on Disposition
Fall 08 Spring 09 Fall 09 Spring 2010 Fall 2010 Average
PE 201 2.96 3.13 3.18 NA 2.92 3.05
PE 290 3.02 2.66 2.7 3.05 2.53 2.79
PE 310 3.34 3.21 3.33 3.56 3.6 3.41
PE 400 3.58 3.58 3.4 3.45 3.54 3.51

Table 6.4. Percentage of Students Who Did Not Meet the Expectations
Percentage of Students Who Did Not Meet the Expectations
Fall 08 Spring 09 Fall 09 Spring 2010 Fall 2010 Total
PE 201 (n=247) 2.5% 0% 1.8% Na 0% 1%
PE 290 (n=72) 0% 0% 7.7% 11% 11% 5.9%
PE 310 (n=35) 0% 0% 0% 0% 0% 0%
PE 400 (n=43) 0% 0% 0% 0% 0% 0%
*Exceed expectations: 4pts. Proficient expectations: 3pts.
Basic expectations: 2pts. Does not meet expectations: 1pts.

Results: Target Achievement: Met

Recommendations: Maintain current performance.

Reflections/Notes:

Substantiating Evidence:
- Section 6 Disposition (Word Document (Open XML))

Measure: Student Teaching Field Experience Assessment
Direct - Other

Details/Description: Student teachers' performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

Target: There are three levels:
Exceeds (3), Meets(2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester
**Responsible Individual(s):** All teacher education faculty members

**Supporting Attachments:**
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

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**Findings** for Student Teaching Field Experience Assessment

**Summary of Findings:** Overall, all teacher candidates performed at Exceed expectations or Meets expectations in all 10 sub-components. No teacher candidates were reported as not meeting the expectations on any evaluation components. The means varied across subcomponents (range, 2.47 to 3).

The noticeable data trends were: (a) the mean scores of the overall evaluation improved from 2.7 to 2.93. (b) “Assessment of learner” section was identified as weakest area but it showed improvement over semesters. For more details please see the Table 4.2 data summary.

**Interpretation of data**

The data summary tables show that all teacher candidates demonstrated sufficient competency on standards 1, 3, 4, 5, and 6 during their student teaching field experience. Evidence of the Assessment of learner on standards 5.1 and 5.2 were identified as a relatively weak area. However, candidates show that they are meeting the expectations level or above (mean=2.67). Furthermore, they show an improving trend from 2.47 to 2.92.

**Results:** Target Achievement: Met

**Recommendations:** Maintain current performance.

**Reflections/Notes:**

**Substantiating Evidence:**
- Section 4: Field Experience (Microsoft Word)

---

**Student Learning for teacher candidates**

**Measure:** Student Teaching Unit Report

**Direct - Portfolio**

**Details/Description:** Student teachers unit report will be the measure to assess student learning for teacher candidates.

**Target:** There are three levels:

- Exceeds (3), Meets(2), and Does not meet (1pt.).
- Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline):** At the end of each semester

**Responsible Individual(s):** All teacher education faculty members

**Supporting Attachments:**
- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection

---

**Findings** for Student Teaching Unit Report

**Summary of Findings:** 3. Analysis of data:

Teacher candidates performed at the Exceeds expectations or Meets expectations for the "Assessment in the Unit" section of the Teacher Work Sample (see data Tables 5.1-5.4). The summary rating mean ranged from 2.4 to 2.71.

The majority of teacher candidates demonstrated their competency at the Exceeds expectations or Meets expectations in the section "Evidence of Unit Effectiveness and Proposed Changes in the Unit." The mean range (see data Tables 5.1-5.4) was between 2.4 and 2.75. One student performed at a level that did not meet expectations.

4. Interpretation of data: How it provides evidence for meeting the standard
Overall, the summary mean rating for "Evidence of Unit Effectiveness and Proposed Changes in the Unit" indicates that candidates have demonstrated competency and met Standard 5. One student was unsuccessful in demonstrating competency as noted in the Did not meet expectation rating.

For the "Assessment in the Unit" section, the summary rating mean (Mean=2.4) falls within the Meets expectations scale and demonstrates that teacher candidates are successful with assessing student learning. During the previously accreditation cycle student assessment (i.e., Standard 5) was identified as a program weakness. Efforts to improve this teaching skill are noted in these findings.

**Results:** Target Achievement: Met

**Recommendations:** We will continue to monitor this area.

**Reflections/Notes:**

**Substantiating Evidence:**

Section 5 Learner Impact (Word Document (Open XML))

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### Overall Recommendations

We noticed that not all candidates demonstrated enough competence in FITNESSGRAM test regardless of the instrument change. Candidates have to improve their fitness and pass the FITNESSGRAM by the time they are enrolled in PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

As a program, it was decided that only 2 credit hours of one fitness content course may not be sufficient to improve and maintain candidates’ fitness based competence. To strengthen the program for continual improvement, we are in the process of revising the teacher education program to increase more credit hours toward activity-based courses.

We will continue the current level of program effectiveness and continue to monitoring the program data to reflect on our program in the areas of professional and pedagogical knowledge, skill, and dispositions.

We will continue monitoring program effectiveness while maintaining the current level of performance in the area of impact on student learning.

---

### Overall Reflection

1. **Content knowledge**

As evidence that candidates demonstrate essential content knowledge and performance based content knowledge, assessments 1 and 2 were used. The results of these assessments have been continuously analyzed to identify which areas are candidates’ strengths and weaknesses. The results of PRAXIS II test show that candidates demonstrate sufficient content knowledge with 90% passing rate. Any noticeable weakness was not found in sub-categories of the test where the candidates perform similar or exceed when compared to national and/or state average in most content areas.

Performance based content knowledge was analyzed to determine whether candidates demonstrate competent movement performance and fitness as physically educated individual. The assessment data from FITNESSGRAM test, Fundamental Movement Skills Test, and final grades in activity based physical education courses show that candidates met the program expectations.

The program weakness was identified in the area of fitness based competence. Aerobic fitness and flexibility areas have been noted as weak areas. It was concerning that a majority of candidates were not able to meet the minimum expectations (i.e., Healthy Fitness Zone criterion) on PACER (aerobic fitness test) for two semesters. After data collection for two semesters our program began to pay attention to this issue. It could be true that most candidates lacked aerobic fitness to meet the expectations. We began to question the PACER Healthy Fitness Zone criterion for use with age 17 or above. A similar trend of not passing the PACER was reported from other higher education institutions. After monitoring the PACER test data, our program decided to use Mile Run test from spring 2011. During spring 2011 candidates performed better on aerobic fitness test with the Mile Run. About 88% of candidates passed the test and this is a noticeable data improvement with the instrument change.

Meanwhile we also noticed that not all candidates demonstrated enough competence in FITNESSGRAM test regardless of the instrument change. Candidates have to improve their fitness and pass the FITNESSGRAM by the time they are enrolled in PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

2. **Professional and pedagogical knowledge, skill, and dispositions**
To demonstrate candidates’ professional and pedagogical knowledge, skill, and dispositions we used three assessments: assessment 3 (Lesson planning), assessment 4 (Student Teaching Evaluation), and assessment 6 (Disposition). As evidence shows, candidates showed sufficient professional and pedagogical knowledge, skill, and disposition. Candidates’ lesson planning improved in two field based method courses over time. The disposition assessment data also improved across four measurement points. These two formative assessments allow us to monitor all candidates’ progress and their successful learning and improvement on the essential knowledge, skills, and dispositions. Evidence of these two assessments showed that our developmentally well-sequenced program was a strength which impacts on candidates’ successful learning throughout the program. It was not a surprise that all candidates performed very well during student teaching and met the all expectations as the assessment 4 (Student Teaching Evaluation) data show.

3. Student Learning
Effect on student learning was identified as the weakness during the previous program accreditation cycle for both program level and the entire teacher education unit. We have been striving to strengthen this area and finally we are seeing the outcomes. As evidence of assessment 5 (Effect on Student Learning) shows, candidates demonstrated sufficient competence to meet the expectations on their assessment on student learning. A pattern of improvement is demonstrated in this area over semesters.

Our developmentally sequenced program was again recognized as a strength. From the entry level of methods course to the student teaching course, candidates were given enough opportunity to execute their knowledge of assessment during micro-teaching context (PE 290: Instructional Strategies), field-based method courses (PE 302: Teaching Elementary Physical Education, PE 310: Teaching Secondary Physical Education), and student teaching course (PE 400 & CIMT 401). Combined with the intense field experiences, the emphasis on assessment on student learning was a great success for our program the last several years.

Action Plan

Action

BS in Physical Education Outcome Set

Outcomes

Content Knowledge for Teacher Candidates

This is the initial outcome for NCATE.

Action: Fitness based competence

This Action is associated with the following Findings

Findings for FITNESSGRAM
(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

Summary of Findings: According to data from FITNESSGRAM, Fundamental Movement Skills, and final grades of activity-based physical education courses, most candidates demonstrated skill-based and fitness-based competence and met the minimum expectations on NASPE Standards 2.1, 2.2, and 2.3. The final grades of activity based physical education courses show that candidates demonstrated that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness. As more specific evidences for meeting Standard 2.2., FITNESSGRAM data were collected and analyzed. The results indicate that most candidates met the minimum expectations but some of them need continuous improvement on the areas which they did not meet the expectations. Aerobic fitness and flexibility were identified as weak area relative to the rest of the tests. A follow up test will be provided when they are enrolled in PE 442: Assessment in Physical Education when candidates are usually seniors. The assessment results of the Fundamental Movement Skills showed that candidates met expectations for Standards 2.1 and 2.3.

Findings for Fundamental Movement Skill Assessment
(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

Summary of Findings: According to data from Fundamental Movement Skills, and final grades of activity-based physical education courses, most candidates demonstrated skill-based and fitness-based competence and met the minimum expectations on NASPE Standards 2.1, 2.2, and 2.3. The final grades of activity based physical education courses show that candidates demonstrated that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness. The results indicate that most candidates met the minimum expectations but some of them need continuous improvement on the areas which they did not meet the expectations. The assessment results of the Fundamental Movement Skills showed that candidates met expectations for Standards 2.1 and 2.3.
Findings for Praxis II
(Assessment Plan and Assessment Findings; 2010-2011 Assessment Cycle)

Summary of Findings: 3. Analysis of data
The average passing rate of PRAXIS II Content (091) since 2007 is 90% with a mean score of 157.9. Broken out by year, in 2007-2008 the average passing rate was 95% (n = 19; M = 159.0), 92% in 2008-2009 (n = 13; M = 157.5), and 85% in 2009-2010 (n = 20; M = 157.0). Analysis of the subscores shows that candidates demonstrated higher competency than the national average in three sections and they demonstrated the same in one area which was the section 3 (i.e., Management, motivation, and communication) in 2009-2010. In 2008-2009 and in 2007-2008 ISU data show average at or above one or both comparison groups in all but one section (i.e., Health and Safety for 2008-2009, and collaboration 2007-2008). Please see the Table 1.3 for more details.

4. Interpretation of data
While the average passing rate of PRAXIS II-0091 was 90% the average score was well beyond the required score of 151 (n=52, mean=157.9). The trend of the mean score each year seemed to decrease. Due to the PRAXIS II-Content (0091) test changing in 2010, we believe it is too early to draw firm conclusions from this potential trend in the data. Additional data points are necessary to draw inferences from mean score changes. The review of the subscores on the PRAXIS II Content did not denote any area of particular weakness. The subscores varied from year to year and did not show any consistent pattern. The data showed that candidates sufficiently met the content knowledge (Standard 1) and pedagogical content knowledge (Standards 3, 4, and 5) in physical education.

Action Details: Candidates have to improve their fitness and pass the FITNESSGRAM by the time they are enrolled in PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.
As a program, it was decided that only 2 credit hours of one fitness content course may not be sufficient to improve and maintain candidates’ fitness based competence. To strengthen the program for continual improvement, we are in the process of revising the teacher education program to increase more credit hours toward activity-based courses.

Implementation Plan (timeline): Annually

Key/Responsible Personnel: Faculty

Measures: FITNESSGRAM components

Resource Allocations:

Priority: Medium
knowledge and skills
Professional and Pedagogical knowledge and skills for teacher candidates

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Continue to monitor current level of performance.

Implementation Plan (timeline): Annually.

Key/Responsible Personnel: Faculty

Measures: Early Field Experience data, Student Work Sample data, Student teaching

Resource Allocations:

Priority: Medium

Student Learning for teacher candidates

Action: Monitor

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: Monitor current level of performance.

Implementation Plan (timeline): Annually

Key/Responsible Personnel: Faculty

Measures: Student Teaching rubrics

Resource Allocations:

Priority: Medium

Status Report

Action Statuses

BS in Physical Education Outcome Set

Outcomes

Content Knowledge for Teacher Candidates
This is the initial outcome for NCATE.

Action: Fitness based competence

Action Details: Candidates have to improve their fitness and pass the FITNESSGRAM by the time they are enrolled in PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program. As a program, it was decided that only 2 credit hours of one fitness content course may not be sufficient to improve and maintain candidates’ fitness based competence. To strengthen the program for continual improvement, we are in the process of revising the teacher education program to increase more credit hours toward activity-based courses.

Implementation Plan (timeline): Annually

Key/Responsible Personnel: Faculty

Measures: FITNESSGRAM components

Resource Allocations:
**Program Outcomes Assessment**
**BA/BS in Physical Education All-Grade**

**Pedagogical Content knowledge for Teachers**

**Action:** Monitor

**Action Details:** Continue to monitor for maintaining current level.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Lesson Plan data

**Resource Allocations:**

**Priority:** Medium

**Status for Monitor**

No Status Added

**Professional and Pedagogical knowledge and skills**

**Action:** Monitor

**Action Details:** Continue to monitor current level of performance.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Early Field Experience data, Student Work Sample data, Student teaching

**Resource Allocations:**

**Priority:** Medium

**Status for Monitor**

No Status Added

**Student Learning for teacher candidates**

**Action:** Monitor

**Action Details:** Monitor current level of performance.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** Student Teaching rubrics
### Resource Allocations:

**Priority:** Medium

### Status for Monitor

*No Status Added*

### Status Summary

Data will be collected and monitored annually.

### Summary of Next Steps

Data will be collected and monitored annually.
## Assessment Plan

### Outcomes and Measures

### BS in Physical Education Outcome Set

#### Outcomes

<table>
<thead>
<tr>
<th>Content Knowledge for Teacher Candidates</th>
<th>Measure: <strong>FITNESSGRAM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the initial outcome for NCATE.</td>
<td>Direct - Other</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Health-Related Fitness Skill Test</td>
<td></td>
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<tr>
<td><strong>Target:</strong> All candidates must pass Healthy Fitness Zone</td>
<td></td>
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<tr>
<td>at least 5 out of 6 components of the <strong>FITNESSGRAM</strong> test</td>
<td></td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Each semester in PE 217</td>
<td></td>
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<tr>
<td>(Physical Fitness in Educational Settings)</td>
<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong> PE 217 Course instructor</td>
<td></td>
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<tr>
<td><strong>Supporting Attachments:</strong></td>
<td></td>
</tr>
<tr>
<td>☐ Health Fitness Zone Criterion (Word Document (Open XML))</td>
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<tr>
<td>Health Fitness Zone Criterion were included</td>
<td></td>
</tr>
<tr>
<td>☐ Instrument description about <strong>FITNESSGRAM</strong> (Word Document (Open XML))</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Measure: <strong>Fundamental Movement Skill Assessment</strong> |</p>
<table>
<thead>
<tr>
<th>Direct - Other</th>
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<tbody>
<tr>
<td><strong>Details/Description:</strong> Performance Based Skill Test</td>
</tr>
<tr>
<td><strong>Target:</strong> 70% or better based on rubric assessment</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Every semester in PE 214</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> PE 214 Instructor</td>
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<tr>
<td><strong>Supporting Attachments:</strong></td>
</tr>
<tr>
<td>☐ Fundamental Movement Skill Test (Word Document (Open XML))</td>
</tr>
<tr>
<td>Description of FMS and assessment rubric</td>
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</table>

<p>| Measure: <strong>Praxis II</strong> |</p>
<table>
<thead>
<tr>
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<tr>
<td><strong>Details/Description:</strong></td>
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<tr>
<td><strong>Target:</strong> Passing 70%</td>
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<td><strong>Implementation Plan (timeline):</strong> Students complete exam for state licensing.</td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Judy Sheese</td>
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<th>Pedagogical Content knowledge for Teachers</th>
<th>Measure: <strong>PE Lesson Plan</strong></th>
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<tr>
<td></td>
<td>Direct - Student Artifact</td>
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<td></td>
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</tr>
</tbody>
</table>
Details/Description: Lesson plan in TK 20
Target: "Meets expectation" scores or 70%. There are three levels:
Exceeds (3), Meets(2), and Does not meet (1pt.).
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course Instructors in PE 290 & PE 310
Supporting Attachments:

- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

Professional and Pedagogical knowledge and skills

Measure: Disposition Assessment
Direct - Other

Details/Description: Disposition assessment occurs in PE 290, PE 310, & PE 400.
The survey instrument has been attached.
Target: Meet or exceed
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course instructors
Supporting Attachments:

- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

Measure: Student Teaching Field Experience Assessment
Direct - Other

Details/Description: Student teachers' performance will be the measure to assess
Professional and Pedagogical knowledge and skills for teacher candidates.
Target: There are three levels:
Exceeds (3), Meets(2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:

- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

Student Learning for teacher candidates

Measure: Student Teaching Unit Report
Direct - Portfolio

Details/Description: Student teachers unit report will be the measure to assess student learning
for teacher candidates.
Target: There are three levels:
Exceeds (3), Meets(2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:

- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection
Assessment Findings

Finding per Measure

BS in Physical Education Outcome Set

Outcomes

Content Knowledge for Teacher Candidates

This is the initial outcome for NCATE.

Measure: FITNESSGRAM
Direct - Other

Details/Description: Health-Related Fitness Skill Test
Target: All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test
Implementation Plan (timeline): Each semester in PE 217 (Physical Fitness in Educational Settings)
Responsible Individual(s): PE 217 Course instructor
Supporting Attachments:
- Health Fitness Zone Criterion (Word Document (Open XML))
- Health Fitness Zone Criterion were included
- Instrument description about FITNESSGRAM (Word Document (Open XML))

Findings for FITNESSGRAM

Summary of Findings: An analysis of FITNESSGRAM data of PE 217 shows that all candidates who were tested met the expectations in all components and showed an improving trend by the post measurement point (Please see the data table 2.9). The candidates who scored "Does Not Meet Expectations" in any of FITNESSGRAM components were identified during the pre test and sufficient instructions were provided. We were unable to collect some data from candidates who were injured and not allowed to be tested at that point. The number of enrolled students and the test takers in each component does not match in several occasions due to this reason. We collected only pre test data for PE 442 at this time and will collect post test data at the end of spring semester 2012. Meanwhile three candidates were identified as "Not Meeting the Expectation" for the aerobic fitness component. They have been given a remediation plan already and will have to demonstrate enough competence during the post test at the end of semester.

Results: Target Achievement: Met

Recommendations: Need a pre and post test using FITNESSGRAM for a senior course (PE 442) to monitor and maintain acceptable student learning outcome.

Reflections/Notes:

Measure: Fundamental Movement Skill Assessment
Direct - Other

Details/Description: Performance Based Skill Test
Target: 70% or better based on rubric assessment
Implementation Plan (timeline): Every semester in PE 214
Responsible Individual(s): PE 214 Instructor
Supporting Attachments:
- Fundamental Movement Skill Test (Word Document (Open XML))
- Description of FMS and assessment rubric

Findings for Fundamental Movement Skill Assessment
Summary of Findings: Teacher candidates’ performance overall fell into “Meets expectations” or “Exceeds expectations”. No data were noted for “Does not meet expectation” on components of the assessments.

Results: Target Achievement: Met

Recommendations: Maintain level of performance for all candidates.

Reflections/Notes:

Measure: Praxis II
Direct - Exam

Details/Description:
Target: Passing 70%

Implementation Plan (timeline): Students complete exam for state licensing.

Responsible Individual(s): Judy Sheese

Findings for Praxis II

Summary of Findings: Analysis of the subscores shows that candidates demonstrated higher competency than the national average in three sections and they demonstrated the same in one area which was the section 3 (i.e., Management, motivation, and communication) in 2009-2010. In 2010-2011 ISU data show the only one subscores (i.e., content knowledge and student growth and development) were higher than the national average.

Results: Target Achievement: Met

Recommendations: Monitor this section as test format changed.

Reflections/Notes: The trend of the passing rate and the average scores seem to decrease each year.

Pedagogical Content knowledge for Teachers

Measure: PE Lesson Plan
Direct - Student Artifact

Details/Description: Lesson plan in TK 20

Target: “Meets expectation” scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1 pt.).

Implementation Plan (timeline): Each semester

Responsible Individual(s): Course Instructors in PE 290 & PE 310

Supporting Attachments:
- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

Findings for PE Lesson Plan

Summary of Findings: Areas in which the majority of candidates are performing at the Exceeds Expectations level during student teaching are: Basic information (50%), psychomotor objectives (100%), cognitive objectives (100%), affective objectives (100%), equipment/safety (100%), progression (83.3%), learning cues/alignment (100%), and accommodation/level of ability (66.7%).

Results: Target Achievement: Met

Recommendations: 
**Reflections/Notes**: The only area where at least one candidate scored at the “Does Not Meet Expectations” was equipment and safety component in PE 302. By student teaching and PE 400 the candidate in PE 302 will be reinforced and remediated about this weakness.

---

**Measure**: Disposition Assessment  
**Direct - Other**

**Details/Description**: Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

**Target**: Meet or exceed

**Implementation Plan (timeline)**: Each semester

**Responsible Individual(s)**: Course instructors

**Supporting Attachments**:
- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

**Findings for Disposition Assessment**

**Summary of Findings**: The overall mean scores in each course from the aggregated data of teacher evaluation on student disposition varied (range 2.8 to 3.75). As the most noticeable trend, the overall mean scores of candidate disposition improved over three courses. For example the overall mean score of PE 290 in teacher assessment was 3.0. It was improved to 3.3 in PE 310 and 3.6 in PE 400.

Another important finding was that all candidates performed acceptable level in PE 310 and PE 400. None of them performed at the “Does Not Meet Expectations” level especially they were in PE 400. There were a couple of occasions of “Does not Meet Expectations” during PE 290 but as candidates move to 300 and 400 level courses they did not show any of “Does not Meet Expectations” level of performance.

**Results**: Target Achievement: Met

**Recommendations**: Maintain current level of performance and monitor this student learning outcome.

**Reflections/Notes**:

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**Measure**: Student Teaching Field Experience Assessment  
**Direct - Other**

**Details/Description**: Student teachers' performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

**Target**: There are three levels: Exceeds (3), Meets (2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline)**: At the end of each semester

**Responsible Individual(s)**: All teacher education faculty members

**Supporting Attachments**:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

**Findings for Student Teaching Field Experience Assessment**

**Summary of Findings**: Overall, all teacher candidates performed at “Exceed expectations” or
“Meets expectations” in all 10 sub-components. No teacher candidates were reported as “Does Not Meeting Expectations” on any evaluation components. The means varied across subcomponents (range, 2.47 to 3).

The noticeable data trends were: (a) the mean scores of the overall evaluation improved from 2.7 to 2.93 between the first and second placements, (b) “Assessment of learner” section was identified as the weakest area but it showed improvement from the first placement to the second one, (c) disposition and professionalism benchmarks 6.3 and 6.4 were identified as strengths.

**Results:** Target Achievement: Met

**Recommendations:** Monitor this student learning outcome for maintaining current level of performance.

**Reflections/Notes:**

**Student Learning for teacher candidates**

**Measure:** Student Teaching Unit Report
Direct - Portfolio

**Details/Description:** Student teachers unit report will be the measure to assess student learning for teacher candidates.

**Target:** There are three levels:
Exceeds (3), Meets(2), and Does not meet (1pt.).
Student teachers are supposed to meet at least “Meets (1pt.)” level.

**Implementation Plan (timeline):** At the end of each semester

**Responsible Individual(s):** All teacher education faculty members

**Supporting Attachments:**

- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection

**Findings for Student Teaching Unit Report**

**Summary of Findings:** All teacher candidates performed at the "Exceeds Expectations" or "Meets Expectations" for the Elements. No occasion was observed at the "Does not Meet Expectation” level.

**Results:** Target Achievement: Met

**Recommendations:** Maintain current level of performance for this student learning outcome.

**Reflections/Notes:**

**Overall Recommendations**

Our program will continue monitoring data and maintaining the successful level of performance for all candidates.

**Overall Reflection**

**USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. Content knowledge
As evidence that candidates demonstrate essential content knowledge and performance based content knowledge assessments 1, 2 and 4 were used. To demonstrate candidates’ application and analysis level of content knowledge we began to use a new rubric of assessment 4 and collected one semester data. The results of these assessments have been continuously analyzed to identify which areas are candidates’ strengths and weaknesses.
The results of PRAXIS II test show that candidates demonstrate sufficient content knowledge and meet the standard elements of 1.1, 1.2, 1.3, and 1.4. The results of assessment 4 demonstrated that candidates successfully met the element of 1.5. No significant weaknesses in any areas were identified at this point.
Performance based content knowledge was analyzed to determine whether candidates are meeting all standard 2 elements. The assessment data from FITNESSGRAM test, Fundamental Movement Skills Test, various skill and game assessment rubrics in various courses show that candidates met the program expectations for the standard elements of 2.1, 2.2., and 2.3. Our program began to require FITNESSGRAM test for all candidates in two major courses. In each course FITNESSGRAM is administered twice at the beginning and end of semester to improve and maintain every teacher candidates’ fitness level. At this point we do not have the post test data for a course (PE 442) since it is offered once a year and taken by mostly seniors.

We found out a significant trend of improvement of the fitness level in PE 217 and among the test takers (except injured candidates who will be followed by the remediation plan) no candidates were identified as “Does not Meet Expectations” over the semester. The same trend is anticipated with the other course although the post test is not available yet. It was evident that our changes for the FITNESSGRAM requirement significantly contributed to the candidates’ fitness improvement and help them maintain their fitness competency throughout the program.

The new game play assessment data show that all candidates meet expectations for the elements 2.3. No noticeable weaknesses were found in Fundamental movement skill and rhythm and dance assessment data.

Our program will continue monitoring data and maintaining the successful level of performance for all candidates.

2. Professional and pedagogical knowledge, skill, and dispositions
To demonstrate candidates’ professional and pedagogical knowledge, skill, and dispositions we used three assessments: assessment 3 (Lesson planning), assessment 4 (Student Teaching Evaluation), and assessment 6 (Disposition).

Using the newly revised rubrics of assessment 3 and 4 and the current disposition rubric of assessment 6 we collected one semester data. We found that candidates showed sufficient professional and pedagogical knowledge, skill, and disposition and met standards 3, 4, and 6.

We used formative approach for assessment 3 and 6 throughout the program and as a result all candidates improved and met the expectations by the end of the program. Assessment 4 data show that all candidates improved and met the expectation as well between two measurement points at the first placement and the second placement for student teaching.

Although all candidates met the expectations and performed well we identified relatively weak area as the use of technology. The program decided to integrate the technology topics into all field-based method courses (i.e., PE 302, PE 310, and PE 400).

Evidence of these assessments showed that our developmentally sequenced program was a strength which impacts on candidates’ successful learning throughout the program. It was not a surprise that all candidates performed very well during student teaching and met the all expectations as the assessment 4 (Student Teaching Evaluation) data show. We will continue the current level of program effectiveness and continue to monitoring the program data to reflect on our program in this area.

3. Student Learning
We used assessment 5 to demonstrate teacher candidates’ competency about the effect on student learning. Effect on student learning was identified as the weakness during the previous program accreditation cycle for both program level and the entire teacher education unit. We have been striving to strengthen this area and finally we are seeing the outcomes. As evidence of assessment 5 (Effect on Student Learning) shows, candidates demonstrated sufficient competence to meet the expectations on their assessment on student learning.

Our developmentally sequenced program was again recognized as strength. From the entry level of methods course to the student teaching course, candidates were given enough opportunity to execute their knowledge of assessment during micro-teaching context (PE 290: Instructional Strategies), field-based method courses (PE 302: Teaching Elementary Physical Education, PE 310: Teaching Secondary Physical Education), and student teaching course (PE 400 & CIMIT 401). Combined with the intense field experiences, the emphasis on assessment on student learning was a great success for our program the last several years.

Although we only included data for one semester from one course we are teaching and evaluating the same component during one of field based method course (PE 310: Teaching Secondary Physical Education). Our program decided to include that course as another measurement point for assessment 5 in the future to demonstrate candidates’ progress throughout the program. Also we will continue monitoring program effectiveness while maintaining the current level of performance.

Action Plan

<table>
<thead>
<tr>
<th>Actions</th>
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</table>

BS in Physical Education Outcome Set

| Outcomes |
### Content Knowledge for Teacher Candidates

**Action:** Fitness based competence

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Candidates have to improve their fitness and pass the FITNESSGRAM by the time they have completed PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** FITNESSGRAM components

**Resource Allocations:**

**Priority:** Medium

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### Pedagogical Content Knowledge for Teachers

**Action:** Monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Continue to monitor for maintaining current level.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Lesson Plan data

**Resource Allocations:**

**Priority:** Medium

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### Professional and Pedagogical Knowledge and skills for teacher candidates

**Action:** Monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** Continue to monitor current level of performance.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Early Field Experience data, Student Work Sample data, Student teaching

**Resource Allocations:**

**Priority:** Medium
**Student Learning for teacher candidates**

**Action:** Monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** We want to revise the student teaching evaluation rubric according to NCATE accreditation review recommendation. In addition, we want to monitor current level of performance.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** Student Teaching rubrics

**Resource Allocations:**

**Priority:** Medium

---

**Status Report**

**Action Statuses**

**BS in Physical Education Outcome Set**

**Outcomes**

**Content Knowledge for Teacher Candidates**

**Action:** Fitness based competence

**Action Details:** Candidates have to improve their fitness and pass the FITNESSGRAM by the time they have completed PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** FITNESSGRAM components

**Resource Allocations:**

**Priority:** Medium

**Status** for Fitness based competence

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

---

**Pedagogical Content knowledge for Teachers**

**Action:** Monitor

**Action Details:** Continue to monitor for maintaining current level.
Implementation Plan (timeline): Annually.

Key/Responsible Personnel: Faculty

Measures: Lesson Plan data

Resource Allocations:

Priority: Medium

Status for Monitor

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

---

Professional and Pedagogical knowledge and skills

Professional and Pedagogical knowledge and skills for teacher candidates

Action: Monitor

Action Details: Continue to monitor current level of performance.

Implementation Plan (timeline): Annually.

Key/Responsible Personnel: Faculty

Measures: Early Field Experience data, Student Work Sample data, Student teaching

Resource Allocations:

Priority: Medium

Status for Monitor

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

---

Student Learning for teacher candidates

Action: Monitor

Action Details: We want to revise the student teaching evaluation rubric according to NCATE accreditation review recommendation. In addition, we want to monitor current level of performance.

Implementation Plan (timeline): Annually

Key/Responsible Personnel: Faculty

Measures: Student Teaching rubrics

Resource Allocations:
Priority: Medium

Status for Monitor

Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

Status Summary

We have monitored current performance levels for Lesson plan data as well as performance out in the field. Fitnessgram monitoring has occurred and will continue to occur. Our student teaching rubric has been revised and implemented. Our final SPA revision was submitted earlier this semester with data analysis and evidence of performance outcomes.

Summary of Next Steps

As required by accreditation, we will continue to monitor all outcomes of every single student every single semester.
# 2012-2013 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### BS in Physical Education Outcome Set

### Outcomes

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<tr>
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| Measure: Fundamental Movement Skill Assessment |
| Direct - Other |
| Details/Description: Performance Based Skill Test | |
| Target: 70% or better based on rubric assessment | |
| Implementation Plan (timeline): Every semester in PE 214 | |
| Responsible Individual(s): PE 214 Instructor | |
| Supporting Attachments: | |
| Fundamental Movement Skill Test (Word Document (Open XML)) | |
| Description of FMS and assessment rubric | |

| Measure: Praxis II |
| Direct - Exam |
| Details/Description: | |
| Target: Passing 70% | |
| Implementation Plan (timeline): Students complete exam for state licensing. | |
| Responsible Individual(s): Judy Sheese | |

### Pedagogical Content Knowledge for Teachers

| Measure: PE Lesson Plan |
| Direct - Student Artifact |
Details/Description: Lesson plan in TK 20
Target: "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course Instructors in PE 290 & PE 310
Supporting Attachments:
- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

Professional and Pedagogical knowledge and skills

Measure: Disposition Assessment
Direct - Other

Details/Description: Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.
Target: Meet or exceed
Implementation Plan (timeline): Each semester
Responsible Individual(s): Course instructors
Supporting Attachments:
- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

Measure: Student Teaching Field Experience Assessment
Direct - Other

Details/Description: Student teachers' performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.
Target: There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

Student Learning for teacher candidates

Measure: Student Teaching Unit Report
Direct - Portfolio

Details/Description: Student teachers unit report will be the measure to assess student learning for teacher candidates.
Target: There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.). Student teachers are supposed to meet at least "Meets (1pt.)" level.
Implementation Plan (timeline): At the end of each semester
Responsible Individual(s): All teacher education faculty members
Supporting Attachments:
- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection
### Assessment Findings

#### Finding per Measure

## BS in Physical Education Outcome Set

### Outcomes

<table>
<thead>
<tr>
<th>Content Knowledge for Teacher Candidates</th>
<th>Measure: FITNESSGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the initial outcome for NCATE.</td>
<td>Direct - Other</td>
</tr>
</tbody>
</table>

- **Details/Description:** Health-Related Fitness Skill Test
- **Target:** All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test
- **Implementation Plan (timeline):** Each semester in PE 217 (Physical Fitness in Educational Settings)
- **Responsible Individual(s):** PE 217 Course instructor
- **Supporting Attachments:**
  - Health Fitness Zone Criterion (Word Document (Open XML))
  - Health Fitness Zone Criterion were included
  - Instrument description about FITNESSGRAM (Word Document (Open XML))

### Findings for FITNESSGRAM

- **Summary of Findings:** An analysis of FITNESSGRAM data of PE 217 shows that all candidates who were tested met the expectations in all components and showed an improving trend by the post measurement point. The candidates who scored "Does Not Meet Expectations" in any of FITNESSGRAM components were identified during the pre test and sufficient instructions were provided. We were unable to collect some data from candidates who were injured and not allowed to be tested at that point. The number of enrolled students and the test takers in each component does not match in several occasions due to this reason.
- **Results:** Target Achievement: Met
- **Recommendations:** In the area where a deficiency was identified in standard 2, we are closely monitoring the data and levels of teacher candidate performance. We interpret through data that fitness may be a concern. Through remediation and close monitoring, we are attempting to reduce these concerns. Additional fitness testing was added to PE 442 to monitor candidates' skill competency throughout the program.
- **Reflections/Notes:** Data provide evidence that the majority of teacher candidates are meeting this standard, and many are exceeding expectations.

<table>
<thead>
<tr>
<th>Measure: Fundamental Movement Skill Assessment</th>
<th>Direct - Other</th>
</tr>
</thead>
</table>

- **Details/Description:** Performance Based Skill Test
- **Target:** 70% or better based on rubric assessment
- **Implementation Plan (timeline):** Every semester in PE 214
- **Responsible Individual(s):** PE 214 Instructor
- **Supporting Attachments:**
  - Fundamental Movement Skill Test (Word Document (Open XML))
  - Description of FMS and assessment rubric

### Findings for Fundamental Movement Skill Assessment
**Summary of Findings**: Data show that for the basic skill of throwing, all teaching candidates (TCs) were evaluated at the Exceeds expectation level. The findings note that striking to self and skipping also had all TCs performing at the exceeds level for this basic skill. Forehand striking kicking had findings that varied. Kicking findings included 85% Exceeds and 15% Meets. Forehand striking included 96% Exceeds and 4% Meets. All categories were assessed at least at the Meets expectation level and no student was assessed at the Did Not Meet category.

**Results**: Target Achievement: Met

**Recommendations**: We will continue to monitor for adequate progress. The evidence shows that TCs are meeting Standard 2, comprised in part with this particular assessment.

**Reflections/Notes**: 

---

**Measure**: Praxis II

**Details/Description**: 
- **Target**: Passing 70%
- **Implementation Plan (timeline)**: Students complete exam for state licensing.
- **Responsible Individual(s)**: Judy Sheese

**Findings for Praxis II**

**Summary of Findings**: Waiting on this data from the testing agency.

**Recommendations**: 

---

**Measure**: PE Lesson Plan

**Details/Description**: Lesson plan in TK 20
- **Target**: "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).
- **Implementation Plan (timeline)**: Each semester
- **Responsible Individual(s)**: Course Instructors in PE 290 & PE 310

**Supporting Attachments**: 
- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

**Findings for PE Lesson Plan**

**Summary of Findings**: Planning areas in which the majority of TCs are performing on average at the Exceeds Expectations level during field based methods courses are: Basic information (100%), psychomotor objectives (75% and 60%), cognitive objectives (88% and 100%), affective objectives (100%), alignment of learning activities/objectives (100% and 80%), management/arrangements (100% and 80%), progression (88% and 80%), learning cues (88% and 100%), and levels of ability (93% and 60%).

Technology was an area that TCs scored Meets Expectations (12% and 100%). There was no candidate who scored at the "Does Not Meet Expectations" level.

Implementation areas in which TCs scored at the Exceeds Expectation level include:
Demonstrates oral, written, and nonverbal communication (255 AND 40%), uses effective demonstrations/explanation (38% and 40%), uses effective cues/prompts (38% and 40%), analyzes skill and provides corrective feedback (38% and 40%), provides skill and motivational feedback (38% and 40%), uses a variety of instructional strategies (13% and 60%), and maintains a safe learning environment (40%), and promotes positive peer interactions (20%). Again, there was no candidate who scored at the “Does Not Meet Expectations” level.

**Results:** Target Achievement: Met

**Recommendations:** The program will continue to maintain these strengths and improve identified weaknesses. Also the new lesson plan and implementation format and rubric change will be fully updated to TK20 and data will be collected through it for the next academic year.

**Reflections/Notes:** We have evidence that TCs are meeting expectations for Standard elements 3.2- 3.7 and elements 4.1-4.6.

Specific areas of strength were identified as: lesson objectives in all three learning domains (60%-100% Exceeds Expectations), alignment of the learning activities/objectives (88%-100% Exceeds Expectations), progression of tasks (80%-88% Exceeds Expectations), management and arrangement (80%-100% Exceeds Expectations), and learning cues/alignments (88%-100% Exceeds Expectations).

The data show 100% meets expectation for Technology (NASPE Standard 3.7) for the secondary methods course (PE 310). It also notes that as much as 88% of TCs were assessed in the category no basis. For the elementary field experience (PE 302), the clinical sites have Physical Education one time per week and rarely utilize technology in the gymnasium setting. We encourage TCs to use technology when allowed in the elementary school. However, TCs can demonstrate technology competency (i.e., NASPE Standard 3.7) in the secondary field experience and student teaching when aligned with unit content (i.e., fitness unit). This standard (NASPE Standard 3.7) is also measured in Assessment 4 so we are confident that TCs have the opportunity to demonstrate their competency.

**Measure:** Disposition Assessment

**Details/Description:** Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

**Target:** Meet or exceed

**Implementation Plan (timeline):** Each semester

**Responsible Individual(s):** Course instructors

**Supporting Attachments:**

- [Disposition Survey Instrument (Microsoft Word)]
- [Disposition Survey Instrument with Rubrics]

**Findings for Disposition Assessment**

**Summary of Findings:** The most noticeable finding is that all TCs met at least the Basic Expectation level in all three courses. Another finding is that the TCs’ disposition improved over time. Among 10 subcomponents only one component, courtesy/respect/demeanor, did not show the same trend.

**Results:** Target Achievement: Met

**Recommendations:** Continue to monitor TCs’ disposition across PE 290, pe 310, & PE 400.

**Reflections/Notes:** The formative approach on disposition assessment throughout the entire program allows us to educate TCs as well as to remediate behaviors in a timely manner throughout the program. The evidence shows that all TCs successfully met Standards 6.1, 6.2, 6.3, and 6.4 by the time they are in the field based method course (PE 310) and student teaching experiences (PE 400). We believe this assessment is a strength of our program and we will continue implementing it to facilitate TCs’ professional growth in a formative, educational approach.

**Substantiating Evidence:**
Disposition Data Findings (Microsoft Word)

Measure: Student Teaching Field Experience Assessment
Direct - Other

Details/Description: Student teachers’ performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

Target: There are three levels:
Exceeds (3), Meets (2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester

Responsible Individual(s): All teacher education faculty members

Supporting Attachments:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

Findings for Student Teaching Field Experience Assessment

Summary of Findings: Overall, all teacher candidates performed at "Exceed expectations" or "Meets expectations" in all 28 assessment components. No teacher candidates were reported as "Does not meet expectations" on any evaluation components. The means varied across assessment components (range, 2.1 to 3). The noticeable data trends were that the mean scores of the overall evaluation improved from the first to the second placement. The relatively strong areas were identified as “Creates and implements appropriate and various assessments that are aligned with goals and objectives of lessons and units. (NASPE/NCATE 5.1),” “Creates and maintains a positive and safe classroom environment conducive for learning. (NASPE/NCATE 4.5),” “Collects assessment data, analyzes of results, and maintains useful records of student performance. (NASPE/NCATE 5.1),” “Is receptive to constructive criticism from the mentor teacher, supervisors, and administrators and incorporates feedback. (NASPE/NCATE 6.2)” Finally, relatively weak assessment areas were identified as “Plans for differences in individual needs, abilities, and interests. (NASPE, 3.5),” “Plans and implements learning experiences that require students to appropriate use technology to meet lesson objective (NASPE 3.7),” “Analyzes skills and performance concepts and provides specific corrective feedback (NASPE 4.3),” and “Identifies critical elements of motor skills and performance concepts (NASPE 1.5)” during the first 8 week student teaching experience. TCs showed improvement during the second placement with these weaker areas.

Results: Target Achievement: Met

Recommendations: Continue to assess student teaching field experience

Reflections/Notes: The data summary table shows that all teacher candidates demonstrated sufficient competency on standards 3, 4, and 5 in every sub-component, and standard 1.1, 1.2, 1.3, and 1.5 during their student teaching. TCs demonstrated that they were able to apply their content knowledge, skills, and disposition to the authentic settings during student teaching. Although data shows that they were meeting the expectations in all standards and subcomponents addressed, a few concerns were discussed. First, we identified TCs’ relative weaknesses and we think our curriculum change could have reflected that. Three years ago, our program was revised and the activity based content courses were reduced. Although it won't be possible to immediately change the program requirement and add activity based courses, each course instructor in the existing courses was informed with these data and shared the responsibility to enhance TCs’ weak areas of competence. Second, the curriculum change to add more activity courses has been discussed at the program level and is an ongoing process. We have not concluded these discussions. The identified strengths will continue to be monitored and reinforced while maintaining program efficiency.

Substantiating Evidence:
- Student Teaching Field Experience Data (Microsoft Word)
### Measure: Student Teaching Unit Report

**Direct - Portfolio**

**Details/Description:** Student teachers unit report will be the measure to assess student learning for teacher candidates.

**Target:** There are three levels:
- Exceeds (3), Meets (2), and Does not meet (1pt.).
- Student teachers are supposed to meet at least "Meets (1pt.)" level.

**Implementation Plan (timeline):** At the end of each semester

**Responsible Individual(s):** All teacher education faculty members

**Supporting Attachments:**
- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection

### Findings for Student Teaching Unit Report

**Summary of Findings:** The data with this revised Teacher Work Sample assignment rubric show that all TCs performed at either "Exceeds Expectations" or "Meets Expectations" for the Elements 3.1, 3.2, 5.1, 5.2, and 5.3. No assessment ratings were noted for the "Does Not Meet Expectation" level. The range of means was 2.2 to 2.7. The highest means occurred with Unit Planning (Element 3.1), Alignment of Goals and Objectives (Element 3.2), and Use of the Reflective Cycle (Element 5.3). Our lowest mean was 2.2 out of 3 and it occurred for the Element regarding Implementation of Assessment (Element 5.2).

**Results:** Target Achievement: Met

**Recommendations:** Continue the assessment each semester

**Reflections/Notes:** Overall, candidates demonstrated sufficient competency in the area of effect on student learning. Data show that they were competent at planning, assessing, and reflecting on the unit in consideration for the next teaching cycle. The performance of teacher candidates on the Teacher Work Sample shows enough evidence that teacher candidates are able to impact student learning.

With regard to the "Implementation of Assessment" element, the majority of students were able to accurately assess two out of the three learning domains during their unit. This met the target goal of "Meets Expectations" but more emphasis and attention will be provided to this area for the future improvement.

To strengthen TCs' assessment competence, the program faculty decided to implement the Teacher Work Sample project during the secondary field based method course, PE 310 (Teaching Physical Education in Secondary Schools), as well. TCs will plan and implement a unit with a minimum 5 lessons and complete their report on this unit. TCs' assessment plan and implementation will also occur during this course project. Although it will be a single unit plan and implementation project, it will enhance the TCs understanding of the nature of assessing student learning and their impact on the student learning process. Adding the Teacher Work Sample as a mini project in PE 310 will strengthen the area of impact on student learning which was identified as relatively weak components in this assessment.

**Substantiating Evidence:**
- Data for Student Learning (Microsoft Word)

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### Overall Recommendations

The data analysis of the assessments have been completed for this cycle. We worked hard last year to develop assessments to support SLOs for content knowledge, in particular FITNESSgram and Fundamental Movements. We have met this SLO during this cycle. We also were challenged with helping TCs assess student learning. Again, through discussion with the accrediting body and matching assessments we were collecting, we have met this outcome as well. We will continue to monitor all SLO outcomes in the coming assessment cycle.

---

### Overall Reflection
Meeting changing accreditation requirements is a lot of work. It has taken a huge amount of work time for our program but under the direction of Myung-Ah Lee, we are happy to continue to develop future professionals.

**Action Plan**

**Actions**

**BS in Physical Education Outcome Set**

**Outcomes**

**Content Knowledge for Teacher Candidates**

This is the initial outcome for NCATE.

**Action:** Fitness based competence

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Candidates have to improve their fitness and pass the FITNESSGRAM by the time they have completed PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** FITNESSGRAM components

**Resource Allocations:**

**Priority:** Medium

**Pedagogical Content knowledge for Teachers**

**Action:** Monitor

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Continue to monitor for maintaining current level.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Lesson Plan data

**Resource Allocations:**

**Priority:** Medium

**Professional and Pedagogical knowledge and skills**

**Action:** Monitor

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details:** Continue to monitor current level of performance.
### Implementation Plan (timeline)
- Annually

### Key/Responsible Personnel
- Faculty

### Measures
- Early Field Experience data, Student Work Sample data, Student teaching

### Resource Allocations

### Priority
- Medium

---

### Student Learning for teacher candidates

**Action:** Monitor

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action Details:** We will continue to use the revised student teaching evaluation rubric (content focused) to collect the data. We will monitor the data.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** Student Teaching rubrics

**Resource Allocations:**

**Priority:** Medium

---

### Status Report

#### Action Statuses

### BS in Physical Education Outcome Set

#### Outcomes

**Content Knowledge for Teacher Candidates**
- This is the initial outcome for NCATE.

**Action:** Fitness based competence

**Action Details:** Candidates have to improve their fitness and pass the FITNESSGRAM by the time they have completed PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** FITNESSGRAM components

**Resource Allocations:**

**Priority:** Medium

---

**Status** for Fitness based competence
Current Status: Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

**Pedagogical Content knowledge for Teachers**

**Action:** Monitor

**Action Details:** Continue to monitor for maintaining current level.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Lesson Plan data

**Resource Allocations:**

**Priority:** Medium

---

**Status for Monitor**

**Current Status:** Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

**Professional and Pedagogical knowledge and skills**

**Action:** Monitor

**Action Details:** Continue to monitor current level of performance.

**Implementation Plan (timeline):** Annually.

**Key/Responsible Personnel:** Faculty

**Measures:** Early Field Experience data, Student Work Sample data, Student teaching

**Resource Allocations:**

**Priority:** Medium

---

**Status for Monitor**

**Current Status:** Completed

Resource Allocation(s) Status:

Next Steps/Additional Information:

**Student Learning for teacher candidates**

**Action:** Monitor
**Action Details:** We will continue to use the revised student teaching evaluation rubric (content focused) to collect the data. We will monitor the data.

**Implementation Plan (timeline):** Annually

**Key/Responsible Personnel:** Faculty

**Measures:** Student Teaching rubrics

**Resource Allocations:**

**Priority:** Medium

---

**Status** for Monitor

**Current Status:** Completed

**Resource Allocation(s) Status:**

**Next Steps/Additional Information:**

---

**Status Summary**

*No text specified*

**Summary of Next Steps**

*No text specified*
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

**BA/BS in Physical Education Outcome Set (effective 2013)**

### 1. Scientific and theoretical knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### 1.1 Physiological and biomechanical concepts

Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

<table>
<thead>
<tr>
<th>Measure: Course grades</th>
</tr>
</thead>
</table>

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, & 1.5.

Courses:
- PE 201
- PE 266
- PE 290
- PE 366
- PE 404
- PE 442
- PE 466

**Target:** Candidates have to meet expectations by earning a course grade of C or better.

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor

<table>
<thead>
<tr>
<th>Measure: PRAXIS II</th>
</tr>
</thead>
</table>

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.4.

State licensure test

**Target:** Candidates must earn 70% on licensing exams for passing rates.

**Implementation Plan (timeline):** Every other year we receive data from the state.

**Responsible Individual(s):** Program coordinator and BCOE licensing director.

<table>
<thead>
<tr>
<th>Measure: Student teaching evaluation</th>
</tr>
</thead>
</table>

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.5.

Rubric assessment
- BCP III (Student teaching)
- CIMT 401
- PE 400

**Target:** Candidates must meet expectations on rubrics, student teaching evaluation components, and earn a C or better in PE 400 and an S in CIMT 401.

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor
### 1.2 Motor learning and psychological/behavioral theory

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

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### 1.3 Motor development theory and principles

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

---

**Measure:** See PRAXIS II measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

---

**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must meet expectation on each rubric.
- **Implementation Plan (timeline):** Annual
1.4 Perspectives of physical education

Identify historical, philosophical and social perspectives of physical education issues and legislation.

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
- **Target:** Candidate must have earned a C or better.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or Program coordinator

**Measure:** See PRAXIS II measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a passing score on the licensing exam.
- **Implementation Plan (timeline):** Every other year
- **Responsible Individual(s):** Program coordinator and BCOE licensing director

1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must meet expectation on each component of the rubric.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or supervising teacher.

2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance

Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

**Measure:** Physical competency tests

**Details/Description:** NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.

Rubric assessment
Skill Tests
Courses: PE 211
PE 212
PE 213
PE 214
PE 217
PE 442

**Target:** Candidates must meet or exceed expectations on skills tests.

**Implementation Plan (timeline):** Annual
2.2 Health-enhancing level of fitness

Achieve and maintain a health-enhancing level of fitness throughout the program.

**Measure:** See Physical competency tests measure for outcome 2.1

**Details/Description:**
- **Target:** Candidates must meet expectations as noted on skill rubrics.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or Program Coordinator
- **Supporting Attachments:**
  - Assessment 2 Rubrics (Microsoft Word)

2.3 Demonstrate performance concepts

Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**Measure:** See Physical competency tests measure for outcome 2.1

**Details/Description:**
- **Target:** Candidates must meet expectations as identified on skill rubrics
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or Program coordinator
- **Supporting Attachments:**
  - Assessment 2 Rubrics (Microsoft Word)

3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

3.1 Design short-term and long-term plans

Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

**Measure:** Student teaching evaluation
- **Direct** - Other

**Details/Description:** NOTE: This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
- Rubric assessment
- BCP III (Student teaching)
- CIMT 401
- PE 400
- **Target:** Candidate must earn a meets expectation on all parts of the rubric.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or supervising teacher.
- **Supporting Attachments:**
  - PE final evaluation (Word Document (Open XML))

**Measure:** Work sample evaluation

**Details/Description:** NOTE: This measure relates to outcomes 3.1 & 3.2.
- Portfolio
- Rubric assessment
3.2 Develop appropriate goals and objectives

Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

**Measure:** Lesson plan and implementation assessment

**Details/Description:** NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.

Rubric assessment
PE 302
PE 310

**Target:** Candidates must earn a meets expectation

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor

**Supporting Attachments:**
- Lesson plan rubric (Word Document (Open XML))
- Lesson plan score sheet (Microsoft Word)
- S14 PE 302 LP data (Adobe Acrobat Document)

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:** See 3.1 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Measure:** See Work sample evaluation measure for outcome 3.1

**Details/Description:** Please see 3.1 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

3.3 Design content aligned with objectives

Design and implement content that is aligned with lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:** please see 3.2 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**
### 3.4 Plan for resources to provide learning experiences

Plan for and manage resources to provide active, fair and equitable learning experiences.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>See Lesson plan and implementation assessment measure from outcome 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description:</td>
<td>Please see 3.2 above.</td>
</tr>
<tr>
<td>Target:</td>
<td></td>
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<tr>
<td>Implementation Plan (timeline):</td>
<td></td>
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<tr>
<td>Responsible Individual(s):</td>
<td></td>
</tr>
</tbody>
</table>

### 3.5 Plan instruction for diverse student needs

Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>See Lesson plan and implementation assessment measure from outcome 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description:</td>
<td>Please see 3.2 above.</td>
</tr>
<tr>
<td>Target:</td>
<td></td>
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<tr>
<td>Implementation Plan (timeline):</td>
<td></td>
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<tr>
<td>Responsible Individual(s):</td>
<td></td>
</tr>
</tbody>
</table>

### 3.6 Plan instruction that addresses diverse needs

Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>See Lesson plan and implementation assessment measure from outcome 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details/Description:</td>
<td>Please see 3.2 above</td>
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<tr>
<td>Target:</td>
<td></td>
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<tr>
<td>Implementation Plan (timeline):</td>
<td></td>
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<tr>
<td>Responsible Individual(s):</td>
<td></td>
</tr>
</tbody>
</table>
### 3.7 Demonstrate knowledge of current technology

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:** See 3.2 above

**Target:** 

**Implementation Plan (timeline):** 

**Responsible Individual(s):** 

### 4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### 4.1 Communication skills

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

**Measure:** Lesson plan and implementation assessment

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6.

Rubric assessment  
PE 302  
PE 310  

**Target:** Candidates must earn a meets expectation  

**Implementation Plan (timeline):** Annual  

**Responsible Individual(s):** Course instructor  

**Supporting Attachments:**  

- [LP rubric (Word Document (Open XML))](Local File)

**Measure:** Student teaching evaluation  
Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6.

Rubric assessment  
BCP III (Student teaching)  
CIMT 401  
PE 400  

**Target:** Candidates must earn a meets expectation on each component of the rubric.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Measure</th>
<th>Details/Description</th>
<th>Target</th>
<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Demonstrations, explanations, cues, and prompts</td>
<td>Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</td>
<td>See Lesson plan and implementation assessment measure from outcome 4.1</td>
<td>Details/Description:</td>
<td>Target:</td>
<td>Implementation Plan (timeline):</td>
<td>Responsible Individual(s):</td>
</tr>
<tr>
<td>4.3 Instructional feedback</td>
<td>Provide effective instructional feedback for skill acquisition, student learning and motivation.</td>
<td>See Lesson plan and implementation assessment measure from outcome 4.1</td>
<td>Details/Description:</td>
<td>Target:</td>
<td>Implementation Plan (timeline):</td>
<td>Responsible Individual(s):</td>
</tr>
<tr>
<td>4.4 Adjust instructional tasks</td>
<td>Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</td>
<td>See Lesson plan and implementation assessment measure from outcome 4.1</td>
<td>Details/Description:</td>
<td>Target:</td>
<td>Implementation Plan (timeline):</td>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>
Program Outcomes Assessment
BA/BS in Physical Education All-Grade

4.5 Managerial rules, routines, and transitions
Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

4.6 Help students demonstrate responsible behaviors
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Measure:** Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target: Candidates must meet expectation
Implementation Plan (timeline): Annual
Responsible Individual(s): Course instructor or supervising teacher
Supporting Attachments:
   PE final evaluation (Word Document (Open XML))

Measure: Work sample evaluation
Direct - Portfolio

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.

Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target: Candidates must earn a meets expectation as defined in the rubric
Implementation Plan (timeline): Annual
Responsible Individual(s): Course instructor
Supporting Attachments:
   Work sample rubric (Word Document (Open XML))

5.2 Use assessments
Use appropriate assessments to evaluate student learning before, during and after instruction.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

5.3 Use the reflective cycle to implement change
Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
| **Target:** |  
| Implementation Plan (timeline): |  
| Responsible Individual(s): |  

### 6. Professionalism
Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

#### 6.1 Belief that all students can become physically educated

- **Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.**

**Measure:** Disposition  
**Direct - Other**

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment  
PE 290  
PE 310  
PE 400 (Student teaching)

**Target:** Candidate must earn a meets expectation  
**Implementation Plan (timeline):** Annual  
**Responsible Individual(s):** Course instructor  
**Supporting Attachments:**  
Disposition COE rubric (Word Document (Open XML))

---

**Measure:** Student teaching evaluation  
**Direct - Other**

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment  
BCP III (Student teaching)  
CIMP 401  
PE 400

**Target:** Candidates must earn a meets expectation  
**Implementation Plan (timeline):** Annual  
**Responsible Individual(s):** Course instructor or supervising teacher  
**Supporting Attachments:**  
PE final evaluation (Word Document (Open XML))

---

### 6.2 Collaboration and professional development

- **Participate in activities that enhance collaboration and lead to professional growth and development.**

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**
### 6.3 Ethical behavior
Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**Measure:** See Disposition measure for outcome 6.1

<table>
<thead>
<tr>
<th>Details/Description:</th>
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<td>Target:</td>
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<td>Implementation Plan (timeline):</td>
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<tr>
<td>Responsible Individual(s):</td>
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</tbody>
</table>

### 6.4 Respectful communication
Communicate in ways that convey respect and sensitivity.

**Measure:** See Disposition measure for outcome 6.1

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<thead>
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<tbody>
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<td>Responsible Individual(s):</td>
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</table>

### BS in Physical Education Outcome Set

#### Outcomes

<table>
<thead>
<tr>
<th>Content Knowledge for Teacher Candidates</th>
<th>Measure: FITNESSGRAM</th>
<th>Direct - Other</th>
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<thead>
<tr>
<th>Details/Description:</th>
<th>Health-Related Fitness Skill Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target:</td>
<td>All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
<td>Each semester in PE 217 (Physical Fitness in Educational Settings)</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
<td>PE 217 Course instructor</td>
</tr>
</tbody>
</table>

**Supporting Attachments:**

- Health Fitness Zone Criterion (Word Document (Open XML))
- Health Fitness Zone Criterion were included
\* Instrument description about FITNESSGRAM (Word Document (Open XML))

**Measure:** Fundamental Movement Skill Assessment  
Direct - Other

**Details/Description:** Performance Based Skill Test  
**Target:** 70% or better based on rubric assessment  
**Implementation Plan (timeline):** Every semester in PE 214  
**Responsible Individual(s):** PE 214 Instructor

**Supporting Attachments:**  
- Fundamental Movement Skill Test (Word Document (Open XML))  
- Description of FMS and assessment rubric

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**  
**Target:** Passing 70%  
**Implementation Plan (timeline):** Students complete exam for state licensing.  
**Responsible Individual(s):** Judy Sheese

**Pedagogical Content knowledge for Teachers**

**Measure:** PE Lesson Plan  
Direct - Student Artifact

**Details/Description:** Lesson plan in TK 20  
**Target:** "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).  
**Implementation Plan (timeline):** Each semester  
**Responsible Individual(s):** Course Instructors in PE 290 & PE 310

**Supporting Attachments:**  
- Lesson Planning Assessment (Word Document (Open XML))  
- Instrument and rubric

**Professional and Pedagogical knowledge and skills**

**Measure:** Disposition Assessment  
Direct - Other

**Details/Description:** Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.  
**Target:** Meet or exceed  
**Implementation Plan (timeline):** Each semester  
**Responsible Individual(s):** Course instructors

**Supporting Attachments:**  
- Disposition Survey Instrument (Microsoft Word)  
- Disposition Survey Instrument with Rubrics

**Measure:** Student Teaching Field Experience Assessment  
Direct - Other
Details/Description: Student teachers' performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

Target: There are three levels:
Exceeds (3), Meets (2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester

Responsible Individual(s): All teacher education faculty members

Supporting Attachments:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

---

**Student Learning for teacher candidates**

**Measure:** Student Teaching Unit Report

Direct - Portfolio

Details/Description: Student teachers unit report will be the measure to assess student learning for teacher candidates.

Target: There are three levels:
Exceeds (3), Meets (2), and Does not meet (1pt.).
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester

Responsible Individual(s): All teacher education faculty members

Supporting Attachments:
- Student Learning Assessment (Word Document (Open XML))
- Instrument and rubric for data collection

---

**Assessment Findings**

**Finding per Measure**

**BA/BS in Physical Education Outcome Set (effective 2013)**

1. **Scientific and theoretical knowledge**
   Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

   1.1 **Physiological and biomechanical concepts**

   Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

   **Measure:** Course grades

   **Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, & 1.5.

   Courses:
   - PE 201
   - PE 266
   - PE 290
   - PE 366
   - PE 404
   - PE 442
   - PE 466

   **Target:** Candidates have to meet expectations by earning a course grade of C or better.

   **Implementation Plan (timeline):** Annual

   **Responsible Individual(s):** Course instructor

   **Findings** for Course grades
**Summary of Findings:** Course grades attached.

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

[S13 for 211, 212, 213, 442 (Excel Workbook (Open XML))]

---

**Measure:** PRAXIS II

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.4.

State licensure test
BCP III

**Target:** Candidates must earn 70% on licensing exams for passing rates.

**Implementation Plan (timeline):** Every other year we receive data from the state.

**Responsible Individual(s):** Program coordinator and BCOE licensing director.

---

**Findings for PRAXIS II**

*No Findings Added*

---

**Measure:** Student teaching evaluation

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.5.

Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

**Target:** Candidates must meet expectations on rubrics, student teaching evaluation components, and earn a C or better in PE 400 and an S in CIMT 401.

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor
Program coordinator

**Supporting Attachments:**

PE final evaluation (Microsoft Excel)

---

**Findings for Student teaching evaluation**

*No Findings Added*

---

**1.2 Motor learning and psychological/behavioral theory**

Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**

**Target:** Candidates must earn a C or better

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor
### Findings for See Course grade measure for outcome 1.1

No Findings Added

### Measure: See PRAXIS II measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

No Findings Added

### Measure: See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
- **Target:** Candidates must earn a C or better
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

No Findings Added

### 1.3 Motor development theory and principles

Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

**Measure: See Course grade measure for outcome 1.1**

**Details/Description:**
- **Target:** Candidates must earn a C or better
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor

No Findings Added

**Measure: See PRAXIS II measure for outcome 1.1**

**Details/Description:**
- **Target:** Candidates must earn a passing score on the licensing exam.
- **Implementation Plan (timeline):** Every other year.
- **Responsible Individual(s):** Program coordinator and BCOE licensing director

No Findings Added
No Findings Added

**Measure:** See Student teaching evaluation measure for outcome 1.1

Details/Description:
**Target:** Candidates must meet expectation on each rubric.
**Implementation Plan (timeline):** Annual
**Responsible Individual(s):** Course instructor or supervising teacher.

Findings for See Student teaching evaluation measure for outcome 1.1

No Findings Added

**1.4 Perspectives of physical education**
Identify historical, philosophical and social perspectives of physical education issues and legislation.

**Measure:** See Course grade measure for outcome 1.1

Details/Description:
**Target:** Candidate must have earned a C or better.
**Implementation Plan (timeline):** Annual
**Responsible Individual(s):** Course instructor or Program coordinator

Findings for See Course grade measure for outcome 1.1

No Findings Added

**Measure:** See PRAXIS II measure for outcome 1.1

Details/Description:
**Target:** Candidates must earn a passing score on the licensing exam.
**Implementation Plan (timeline):** Every other year
**Responsible Individual(s):** Program coordinator and BCOE licensing director

Findings for See PRAXIS II measure for outcome 1.1

No Findings Added

**1.5 Analyze and correct critical elements of motor skills and performance concepts.**

**Measure:** See Course grade measure for outcome 1.1

Details/Description:
**Target:** Candidates must earn a C or better
**Implementation Plan (timeline):** Annual
**Responsible Individual(s):** Course instructor

Findings for See Course grade measure for outcome 1.1

No Findings Added
2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance

Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Measure: Physical competency tests
Direct - Exam

Details/Description: NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.

Rubric assessment
Skill Tests
Courses: PE 211
PE 212
PE 213
PE 214
PE 217
PE 442

Target: Candidates must meet or exceed expectations on skills tests.

Implementation Plan (timeline): Annual

Responsible Individual(s): Course instructor

Supporting Attachments:

- F13 PE 214 motor skill tests (Word Document (Open XML))

Findings for Physical competency tests

Summary of Findings: Still collecting.

Recommendations:

Reflections/Notes:

Substantiating Evidence:

- F13 data F14 (Word Document (Open XML))
- F12 data F13 and S14 (Word Document (Open XML))
- 217 and 442 for F13 S13 (Word Document (Open XML))
- F14 skill data 211 213 (Word Document (Open XML))
- Skill data F13, F14 for PE 214 (Word Document (Open XML))

2.2 Health-enhancing level of fitness

Achieve and maintain a
health-enhancing level of fitness throughout the program.

### 2.3 Demonstrate performance concepts
Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**Details/Description:**
- **Target:** Candidates must meet expectations as identified on skill rubrics.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or Program coordinator

**Supporting Attachments:**
- Assessment 2 Rubrics (Microsoft Word)

**Findings** for See Physical competency tests measure for outcome 2.1

- No Findings Added

### 3. Planning and implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

#### 3.1 Design short-term and long-term plans
Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

**Details/Description:**
- **Measure:** Student teaching evaluation
- **Direct - Other**

**Details/Description:**
- **NOTE:** This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
  - Rubric assessment
  - BCP III (Student teaching)
  - CIMT 401
  - PE 400

- **Target:** Candidate must earn a meets expectation on all parts of the rubric.
- **Implementation Plan (timeline):** Annual
- **Responsible Individual(s):** Course instructor or supervising teacher.

**Supporting Attachments:**
- PE final evaluation (Word Document (Open XML))

**Findings** for Student teaching evaluation

**Summary of Findings:** Mid cycle. Collecting data.

**Recommendations:**

**Reflections/Notes:**
Substantiating Evidence:
- Assessment 3 data (Word Document (Open XML))

Measure: Work sample evaluation

Details/Description: NOTE: This measure relates to outcomes 3.1 & 3.2.

Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target: Candidate must meet expectations as identified on the work sample evaluation rubric. The rubric

Implementation Plan (timeline): Annual

Responsible Individual(s): Course instructor, program coordinator, or supervising teacher

Supporting Attachments:
- Work sample rubric (Word Document (Open XML))

Findings for Work sample evaluation

No Findings Added

3.2 Develop appropriate goals and objectives

Measure: Lesson plan and implementation assessment

Details/Description: NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.

Rubric assessment
PE 302
PE 310

Target: Candidates must earn a meets expectation

Implementation Plan (timeline): Annual

Responsible Individual(s): Course instructor

Supporting Attachments:
- Lesson plan rubric (Word Document (Open XML))
- Lesson plan score sheet (Microsoft Word)
- S14 PE 302 LP data (Adobe Acrobat Document)

Findings for Lesson plan and implementation assessment

Summary of Findings: Students are meeting the target.

Recommendations:

Reflections/Notes:

Substantiating Evidence:
- Lesson Plan data S14 (Adobe Acrobat Document)

Measure: See Student teaching evaluation measure for outcome 3.1
3.3 Design content aligned with objectives

Design and implement content that is aligned with lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:** Please see 3.2 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings:** Students are meeting the target.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

Lesson Plan data S14 (Adobe Acrobat Document)

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:** Please see 3.1 above

**Target:**

**Implementation Plan (timeline):**
3.4 Plan for resources to provide learning experiences

Plan for and manage resources to provide active, fair and equitable learning experiences.

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2
  - **Details/Description:** Please see 3.2 above.
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

- **Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

  No Findings Added

3.5 Plan instruction for diverse student needs

Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2
  - **Details/Description:** Please see 3.2 above.
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

- **Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

  No Findings Added

- **Measure:** See Student teaching evaluation measure for outcome 3.1

  - **Details/Description:** Please see 3.1 above.
**3.6 Plan instruction that addresses diverse needs**

Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:** Please see 3.2 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

*No Findings Added*

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:** See 3.1 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 3.1

*No Findings Added*

**3.7 Demonstrate knowledge of current technology**

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:** See 3.2 above

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

*No Findings Added*

**Measure:** See Student teaching evaluation measure for outcome 3.1
### 4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### 4.1 Communication skills

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

**Measure:** Lesson plan and implementation assessment

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6.

Rubric assessment
- PE 302
- PE 310

**Target:** Candidates must earn a meets expectation

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor

**Supporting Attachments:**
- [LP rubric (Word Document (Open XML))](#)

**Findings for Lesson plan and implementation assessment**

**Summary of Findings:** Mid Cycle. Still collecting

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**
- [4 data (Word Document (Open XML))](#)

**Measure:** Student teaching evaluation

Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6.

Rubric assessment
- BCP III (Student teaching)
- CIMT 401
- PE 400

**Target:** Candidates must earn a meets expectation on each component of the rubric.

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor or supervising teacher

**Supporting Attachments:**
- [PE final evaluation (Word Document (Open XML))](#)
### 4.2 Demonstrations, explanations, cues, and prompts

Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

#### Measure:
See Lesson plan and implementation assessment measure from outcome 4.1

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<tr>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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<table>
<thead>
<tr>
<th>Findings for See Lesson plan and implementation assessment measure from outcome 4.1</th>
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<tbody>
<tr>
<td>No Findings Added</td>
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### 4.3 Instructional feedback

Provide effective instructional feedback for skill acquisition, student learning and motivation.

#### Measure:
See Lesson plan and implementation assessment measure from outcome 4.1

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#### Measure:
See Student teaching evaluation measure for outcome 4.1

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</thead>
<tbody>
<tr>
<td>No Findings Added</td>
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</table>
### 4.4 Adjust instructional tasks

Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

*No Findings Added*

### 4.5 Managerial rules, routines, and transitions

Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

*No Findings Added*
4.6 Help students demonstrate responsible behaviors
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

4.6 Help students demonstrate responsible behaviors
▼ Measure: See Lesson plan and implementation assessment measure from outcome 4.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Lesson plan and implementation assessment measure from outcome 4.1
No Findings Added

5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.1 Select or create assessments
▼ Measure: Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target: Candidates must meet expectation
Implementation Plan (timeline): Annual
Responsible Individual(s): Course instructor or supervising teacher
Supporting Attachments:

- PE final evaluation (Word Document (Open XML))

Findings for Student teaching evaluation

Summary of Findings: Mid cycle. Still collecting.
Recommendations:
Reflections/Notes:

Measure: Work sample evaluation
Direct - Portfolio

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.

Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target: Candidates must earn a meets expectation as defined in the rubric
Implementation Plan (timeline): Annual
Responsible Individual(s): Course instructor
Supporting Attachments:
- Work sample rubric (Word Document (Open XML))

Findings for Work sample evaluation

No Findings Added

5.2 Use assessments
Use appropriate assessments to evaluate student learning before, during and after instruction.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 5.1

No Findings Added

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):
**5.3 Use the reflective cycle to implement change**

Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

**Measure:** See Student teaching evaluation measure for outcome 5.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 5.1

*No Findings Added*

---

**6. Professionalism**

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

**6.1 Belief that all students can become physically educated**

Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

**Measure:** Disposition

**Direct - Other**

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment
- PE 290
- PE 310
- PE 400 (Student teaching)

**Target:** Candidate must earn a meets expectation

**Implementation Plan (timeline):** Annual

**Responsible Individual(s):** Course instructor

**Supporting Attachments:**
- Disposition COE rubric (Word Document (Open XML))

**Findings** for Disposition

**Summary of Findings:** Still collecting data.

**Recommendations:**  

Reflections/Notes:
Substantiating Evidence:

6 assessment data (Microsoft Word)

Measure: Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target: Candidates must earn a meets expectation
Implementation Plan (timeline): Annual
Responsible Individual(s): Course instructor or supervising teacher
Supporting Attachments:
PE final evaluation (Word Document (Open XML))

Findings for Student teaching evaluation
No Findings Added

6.2 Collaboration and professional development
Participate in activities that enhance collaboration and lead to professional growth and development.

Measure: See Disposition measure for outcome 6.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Disposition measure for outcome 6.1
No Findings Added

Measure: See Student teaching evaluation measure for outcome 6.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 6.1
No Findings Added
6.3 Ethical behavior
Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

Measure: See Disposition measure for outcome 6.1
Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Disposition measure for outcome 6.1

No Findings Added

Measure: See Student teaching evaluation measure for outcome 6.1
Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 6.1

No Findings Added

6.4 Respectful communication
Communicate in ways that convey respect and sensitivity.

Measure: See Disposition measure for outcome 6.1
Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Disposition measure for outcome 6.1

No Findings Added

Measure: See Student teaching evaluation measure for outcome 6.1
Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 6.1

No Findings Added

BS in Physical Education Outcome Set
## Outcomes

### Content Knowledge for Teacher Candidates

This is the initial outcome for NCATE.

#### Measure: FITNESSGRAM

- **Direct - Other**

<table>
<thead>
<tr>
<th>Details/Description</th>
<th>Health-Related Fitness Skill Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>All candidates must pass Healthy Fitness Zone at least 5 out of 6 components of the FITNESSGRAM test</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong></td>
<td>Each semester in PE 217 (Physical Fitness in Educational Settings)</td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong></td>
<td>PE 217 Course instructor</td>
</tr>
<tr>
<td><strong>Supporting Attachments</strong></td>
<td></td>
</tr>
<tr>
<td>- Health Fitness Zone Criterion (Word Document (Open XML))</td>
<td></td>
</tr>
<tr>
<td>- Health Fitness Zone Criterion were included</td>
<td></td>
</tr>
<tr>
<td>- Instrument description about FITNESSGRAM (Word Document (Open XML))</td>
<td></td>
</tr>
</tbody>
</table>

---

### Findings for FITNESSGRAM

#### Summary of Findings:

An analysis of FITNESSGRAM data of PE 217 shows that all candidates who were tested met the expectations in all components and showed an improving trend by the post measurement point. The candidates who scored "Does Not Meet Expectations" in any of FITNESSGRAM components were identified during the pre test and sufficient instructions were provided.

#### Results:

- **Target Achievement:** Met

#### Recommendations:

- We interpret through data that fitness may be a concern. Through remediation and close monitoring, we are attempting to reduce these concerns. Additional fitness testing was added to PE 442 to monitor candidates’ skill competency throughout the program.

#### Reflections/Notes:

- We were unable to collect some data from candidates who were injured and not allowed to be tested at that point. The number of enrolled students and the test takers in each component does not match in several occasions due to this reason.

---

### Measure: Fundamental Movement Skill Assessment

- **Direct - Other**

<table>
<thead>
<tr>
<th>Details/Description</th>
<th>Performance Based Skill Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>70% or better based on rubric assessment</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline)</strong></td>
<td>Every semester in PE 214</td>
</tr>
<tr>
<td><strong>Responsible Individual(s)</strong></td>
<td>PE 214 Instructor</td>
</tr>
<tr>
<td><strong>Supporting Attachments</strong></td>
<td></td>
</tr>
<tr>
<td>- Fundamental Movement Skill Test (Word Document (Open XML))</td>
<td></td>
</tr>
<tr>
<td>- Description of FMS and assessment rubric</td>
<td></td>
</tr>
</tbody>
</table>

---

### Findings for Fundamental Movement Skill Assessment

#### Summary of Findings:

Data were not retrieved from an instructor no longer working at ISU. Given the fundamental nature of the skills assessed, we are confident that are students have at least met this SLO.

#### Results:

- **Target Achievement:** Met

#### Recommendations:

- We need to be sure to collect these skill assessments.
Reflections/Notes:

**Measure:** Praxis II
Direct - Exam

**Details/Description:**
**Target:** Passing 70%
**Implementation Plan (timeline):** Students complete exam for state licensing.
**Responsible Individual(s):** Judy Sheese

**Findings for Praxis II**

**Summary of Findings:** These results typically arrive once a year from the testing agency. We have not received them as of yet.

**Recommendations:**
**Reflections/Notes:**

---

**Pedagogical Content knowledge for Teachers**

**Measure:** PE Lesson Plan
Direct - Student Artifact

**Details/Description:** Lesson plan in TK 20
**Target:** "Meets expectation" scores or 70%. There are three levels: Exceeds (3), Meets(2), and Does not meet (1pt.).
**Implementation Plan (timeline):** Each semester
**Responsible Individual(s):** Course Instructors in PE 290 & PE 310

**Supporting Attachments:**
- Lesson Planning Assessment (Word Document (Open XML))
- Instrument and rubric

**Findings for PE Lesson Plan**

**Summary of Findings:** Planning areas in which the majority of TCs are performing on average at the Exceeds Expectations level during field based methods courses are: Basic information (100%), psychomotor objectives (75% and 60%), cognitive objectives (88% and 100%), affective objectives (100%), alignment of learning activities/objectives (100% and 80%), management/arrangements (100% and 80%), progression (88% and 90%), learning cues (88% and 100%), and levels of ability (93% and 60%).

Technology was an area that TCs scored Meets Expectations (12% and 100%). There was no candidate who scored at the "Does Not Meet Expectations" level.

Implementation areas in which TCs scored at the Exceeds Expectation level include: Demonstrates oral, written, and nonverbal communication (255 AND 40%), uses effective demonstrations/explanations (38% and 40%), uses effective cues/prompts (38% and 40%), analyzes skill and provides corrective feedback (38% and 40%), provides skill and motivational feedback (38% and 40%), uses a variety of instructional strategies (13% and 60%), and maintains a safe learning environment (40%), and promotes positive peer interactions (20%). Again, there was no candidate who scored at the "Does Not Meet Expectations" level.

**Results:** Target Achievement: Met
**Recommendations:** Continue to monitor, especially with regard to use of technology. We need to verify that we are collecting the appropriate evidence to meet this standard.
Professional and Pedagogical knowledge and skills

Measure: Disposition Assessment
Direct - Other

Details/Description: Disposition assessment occurs in PE 290, PE 310, & PE 400. The survey instrument has been attached.

Target: Meet or exceed

Implementation Plan (timeline): Each semester

Responsible Individual(s): Course instructors

Supporting Attachments:
- Disposition Survey Instrument (Microsoft Word)
- Disposition Survey Instrument with Rubrics

Findings for Disposition Assessment

No Findings Added

Measure: Student Teaching Field Experience Assessment
Direct - Other

Details/Description: Student teachers’ performance will be the measure to assess Professional and Pedagogical knowledge and skills for teacher candidates.

Target: There are three levels:
- Exceeds (3)
- Meets(2)
- Does not meet (1pt.)
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester

Responsible Individual(s): All teacher education faculty members

Supporting Attachments:
- Student Teaching Field Experience Instrument (Word Document (Open XML))
- Student Teaching Field Experience data collection instrument

Findings for Student Teaching Field Experience Assessment

No Findings Added

Measure: Student Teaching Unit Report
Direct - Portfolio

Details/Description: Student teachers unit report will be the measure to assess student learning for teacher candidates.

Target: There are three levels:
- Exceeds (3)
- Meets(2)
- Does not meet (1pt.)
Student teachers are supposed to meet at least "Meets (1pt.)" level.

Implementation Plan (timeline): At the end of each semester

Responsible Individual(s): All teacher education faculty members

Supporting Attachments:
- Student Learning Assessment (Word Document (Open XML))
**Instrument and rubric for data collection**

### Findings for Student Teaching Unit Report

*No Findings Added*

### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

#### Actions

**BA/BS in Physical Education Outcome Set (effective 2013)**

1. **Scientific and theoretical knowledge**
   Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.1 **Physiological and biomechanical concepts**
   Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

   *Action: Data collection*

   **This Action is associated with the following Findings**
   No supporting Findings have been linked to this Action.

   **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

   **Implementation Plan (timeline):**

   **Key/Responsible Personnel:**

   **Measures:**

   **Resource Allocations:**

   **Priority:**

1.2 **Motor learning and psychological/behavioral theory**
   Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

   *Action: Continue monitoring*

   **This Action is associated with the following Findings**
   No supporting Findings have been linked to this Action.

   **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

   **Implementation Plan (timeline):**

   **Key/Responsible Personnel:**
1.3 Motor development theory and principles
Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

1.4 Perspectives of physical education
Identify historical, philosophical and social perspectives of physical education issues and legislation.

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

1.5 Analyze and correct critical elements of motor skills and performance concepts.
No actions specified

2. Skill-based and fitness based competence
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance
Demonstrate personal competence in motor skill

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.
2.2 Health-enhancing level of fitness

Achieve and maintain a health-enhancing level of fitness throughout the program.

**Action**: Continue monitoring

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details**: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline)**:

**Key/Responsible Personnel**: 

**Measures**: 

**Resource Allocations**: 

**Priority**: 

2.3 Demonstrate performance concepts

Demonstrate performance concepts related to skillful movement in a variety of physical activities.

No actions specified

3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

3.1 Design short-term and long-term plans

Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

**Action**: Continue monitoring

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action Details**: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline)**:

**Key/Responsible Personnel**: 

**Measures**: 

**Resource Allocations**: 

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.
3.2 Develop appropriate goals and objectives
Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:
Measures:
Resource Allocations:
Priority:

3.3 Design content aligned with objectives
Design and implement content that is aligned with lesson objectives.

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:
Measures:
Resource Allocations:
Priority:

3.4 Plan for resources to provide learning experiences
Plan for and manage resources to provide active, fair and equitable learning experiences.

Action: Continue monitoring
This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:
Measures:
Resource Allocations:
Priority:
3.5 Plan instruction for diverse student needs
Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Action: Continue monitoring

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

3.6 Plan instruction that addresses diverse needs
Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

No actions specified

3.7 Demonstrate knowledge of current technology
Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

No actions specified

4. Instructional delivery and management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Communication skills
Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

Action: Continue monitoring

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:
4.2 Demonstrations, explanations, cues, and prompts

Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

Action: Continue monitoring

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

4.3 Instructional feedback

Provide effective instructional feedback for skill acquisition, student learning and motivation.

Action: Continue monitoring

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

4.4 Adjust instructional tasks

Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

Action: Continue monitoring

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

4.5 Managerial rules, routines, and transitions

No actions specified
Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

### 4.6 Help students demonstrate responsible behaviors
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

### 5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

#### 5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Action:** Data collection

*This Action is associated with the following Findings*

No supporting Findings have been linked to this Action.

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

#### 5.2 Use assessments
Use appropriate assessments to evaluate student learning before, during and after instruction.

**Action:** Continue monitoring

*This Action is associated with the following Findings*

No supporting Findings have been linked to this Action.

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

#### 5.3 Use the reflective cycle to implement change

**Action:** Continue monitoring

*This Action is associated with the following Findings*
6. Professionalism
Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

6.1 Belief that all students can become physically educated
Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Action: Data collection

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

6.2 Collaboration and professional development
Participate in activities that enhance collaboration and lead to professional growth and development.

Action: Continue monitoring

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

6.3 Ethical behavior
Demonstrate behaviors that are consistent with the

No actions specified
6.4 Respectful communication
Communicate in ways that convey respect and sensitivity.

- **Action:** Continue monitoring
  
  **This Action is associated with the following Findings**
  No supporting Findings have been linked to this Action.

  **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

  **Implementation Plan (timeline):**
  
  **Key/Responsible Personnel:**
  
  **Measures:**
  
  **Resource Allocations:**
  
  **Priority:**

### Status Report

#### Action Statuses

**BA/BS in Physical Education Outcome Set (effective 2013)**

1. Scientific and theoretical knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.1 Physiological and biomechanical concepts
Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

- **Action:** Data collection
  
  **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

  **Implementation Plan (timeline):**
  
  **Key/Responsible Personnel:**
  
  **Measures:**
  
  **Resource Allocations:**
  
  **Priority:**

- **Status for Data collection**
  
  **Current Status:** Completed

  **Resource Allocation(s) Status:** In fall 2014 the new configuration for the PE All Grade assessment plan in Task Stream was created. Now assessment plan for the PE All is aligned with new PE All Grade standards and accreditation report format. In the previous assessment cycles the configuration was not aligned with our accreditation report standards which caused lots of problems and issues.

  **Next Steps/Additional Information:** Please see the e-mail exchange with Ruth Cain in terms of our decision on data input to Taskstream for the 2013-2014 cycle. We decided to use
the new configuration so had to move to the 2014-2015 cycle. Each semester assessment data will be updated to the assessment findings section regularly.

**Substantiating Evidence:**

- don’t go back and update 2013-2014 email (Word Document (Open XML))

   Ruth,

   Welcome to the start of another I am not entirely sure what the difference will be between previous work and current work. I do not think we have made significant changes. Perhaps we can set up a meeting to discuss this and see the options so we can be on board. Myung and I have our program meetings on Tuesday at 3:30 if that time slot may be available to you?

   Thanks,

   Molly

   PS I am the program coordinator this semester. :)

From: Ruth Cain  
Sent: Tuesday, July 29, 2014 1:40 PM  
To: Myung-ah Lee  
Cc: Molly Hare  
Subject: assessment information in Taskstream

Hello, Myung-ah,

We are working with all the teacher education programs to ensure that the assessment information in Taskstream is kept current. Essentially, all the teacher education programs received a “bye” in Taskstream for several years because of the work involved in submitting the SPA reports. We are now working to ensure that all teacher ed programs provide ongoing evidence of engagement in assessment consistent will institutional expectations and timelines for all programs.

My graduate assistant has been working to enter the NASPE standards into the outcomes library in Taskstream for the physical education – all grade program. We will also enter into the assessment plan the information that is contained in the matrix in Section III. This will make the information in Taskstream consistent with what is reported for the SPA. If you would like to send the data to us, we will be happy to enter that, also.

It appears that this configuration would replace the plans that you have had in place in Taskstream for the last couple of years, but let me know if you would like us to also roll-over the previous year’s plan. Also, let me know if you would to make this retroactive to cover 2013-14, or just from 2014-15 going forward.

Let me know if you have any questions.

Thanks,

Ruth

Ruth E. Cain, Ed.D.  
Assessment and Accreditation Coordinator Indiana State University  
812-237-8899

**1.2 Motor learning and psychological/behavioral theory**

*Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.*

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**
1.3 Motor development theory and principles
Describe and apply motor development theory and principles related to skilful movement, physical activity and fitness.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status for Continue monitoring**

*No Status Added*

1.4 Perspectives of physical education
Identify historical, philosophical and social perspectives of physical education issues and legislation.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status for Continue monitoring**

*No Status Added*

1.5 Analyze and correct critical elements of motor skills and performance concepts.

*No actions specified*
2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance

Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Action: Continue monitoring

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Continue monitoring

No Status Added

2.2 Health-enhancing level of fitness

Achieve and maintain a health-enhancing level of fitness throughout the program.

Action: Continue monitoring

Action Details: We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

Implementation Plan (timeline):

Key/Responsible Personnel:

Measures:

Resource Allocations:

Priority:

Status for Continue monitoring

No Status Added

2.3 Demonstrate performance concepts

Demonstrate performance concepts related to skillful movement in a variety of physical activities.

No actions specified

3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.
3.1 Design short-term and long-term plans
Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

- **Action:** Continue monitoring
  
  **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

  **Implementation Plan (timeline):**

  **Key/Responsible Personnel:**

  **Measures:**

  **Resource Allocations:**

  **Priority:**

  **Status** for Continue monitoring

  No Status Added

3.2 Develop appropriate goals and objectives
Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

- **Action:** Continue monitoring

  **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

  **Implementation Plan (timeline):**

  **Key/Responsible Personnel:**

  **Measures:**

  **Resource Allocations:**

  **Priority:**

  **Status** for Continue monitoring

  No Status Added

3.3 Design content aligned with objectives
Design and implement content that is aligned with lesson objectives.

- **Action:** Continue monitoring

  **Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

  **Implementation Plan (timeline):**

  **Key/Responsible Personnel:**

  **Measures:**

  **Resource Allocations:**

  **Priority:**

  **Status** for Continue monitoring
### 3.4 Plan for resources to provide learning experiences

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Continue monitoring

---

### 3.5 Plan instruction for diverse student needs

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Continue monitoring

---

### 3.6 Plan instruction that addresses diverse needs

**No actions specified**

### 3.7 Demonstrate knowledge of current technology

**No actions specified**
appropriately use technology to meet lesson objectives.

4. Instructional delivery and management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Communication skills
Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Continue monitoring

_No Status Added_

4.2 Demonstrations, explanations, cues, and prompts
Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Continue monitoring

_No Status Added_

4.3 Instructional feedback
Provide effective instructional feedback for skill acquisition, student learning and motivation.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**
**4.4 Adjust instructional tasks**
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

---

**Status for Continue monitoring**

*No Status Added*

---

**4.5 Managerial rules, routines, and transitions**
Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

*No actions specified*

---

**4.6 Help students demonstrate responsible behaviors**
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

*No actions specified*

---

**5. Impact on student learning**
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

---

**5.1 Select or create assessments**
Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Action:** Data collection

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**
5.2 Use assessments

Use appropriate assessments to evaluate student learning before, during and after instruction.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status for Continue monitoring**

*No Status Added*

5.3 Use the reflective cycle to implement change

Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status for Continue monitoring**

*No Status Added*

6. Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.
6.1 Belief that all students can become physically educated
Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

**Action:** Data collection

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Data collection

*No Status Added*

6.2 Collaboration and professional development
Participate in activities that enhance collaboration and lead to professional growth and development.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**

**Priority:**

**Status** for Continue monitoring

*No Status Added*

6.3 Ethical behavior
Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

*No actions specified*

6.4 Respectful communication
Communicate in ways that convey respect and sensitivity.

**Action:** Continue monitoring

**Action Details:** We need to collect data results as we used new accreditation standards and they were all wrong in TaskStream. We are making changes.

**Implementation Plan (timeline):**

**Key/Responsible Personnel:**

**Measures:**

**Resource Allocations:**
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<thead>
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<tr>
<td><strong>Status</strong> for Continue monitoring</td>
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<tr>
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**Status Summary**

The newly configured PE All Grade program assessment plan is ready to be used in 2014-2015 assessment cycle. Each semester data for each standards will be updated at the end of each semester to the relevant standards areas.

**Summary of Next Steps**

After the final grades are posted for spring 2015 relevant assessment data will be uploaded and stored in Taskstream.

The program assessment report for the national accreditation will be prepared based on the compiled those data. The deadline for the assessment report has not been set yet due to the NCATE structural change to the new organization named CAEP.
# 2014-2015 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### BA/BS in Physical Education Outcome Set (effective 2013)

1. **Scientific and theoretical knowledge**
   Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### 1.1 Physiological and biomechanical concepts
   Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Course grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Details/Description:</strong></td>
<td>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, &amp; 1.5.</td>
</tr>
<tr>
<td>PE 201</td>
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<td>PE 256</td>
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<td>PE 366</td>
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<td>PE 404</td>
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<td>PE 442</td>
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<td>PE 466</td>
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<td><strong>Target:</strong></td>
<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
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<table>
<thead>
<tr>
<th>Measure:</th>
<th>PRAXIS II</th>
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</thead>
<tbody>
<tr>
<td><strong>Direct - Exam</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Details/Description:</strong></td>
<td>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, &amp; 1.4.</td>
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<tr>
<td>State licensure test</td>
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<td>BCP III</td>
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<td><strong>Target:</strong></td>
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<td><strong>Implementation Plan (timeline):</strong></td>
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<td><strong>Responsible Individual(s):</strong></td>
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<table>
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<th>Student teaching evaluation</th>
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<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
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</tr>
<tr>
<td><strong>Details/Description:</strong></td>
<td>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, &amp; 1.5.</td>
</tr>
<tr>
<td>Rubric assessment</td>
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<tr>
<td>BCP III (Student teaching)</td>
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<tr>
<td>CIMT 401</td>
<td></td>
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<tr>
<td>PE 400</td>
<td></td>
</tr>
<tr>
<td><strong>Target:</strong></td>
<td></td>
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<td><strong>Implementation Plan (timeline):</strong></td>
<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
<td></td>
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</table>
1.2 Motor learning and psychological/behavioral theory

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** See PRAXIS II measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

1.3 Motor development theory and principles

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** See PRAXIS II measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

1.4 Perspectives of physical education

**Measure:** See Course grade measure for outcome 1.1
Identify historical, philosophical and social perspectives of physical education issues and legislation.

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See PRAXIS II measure for outcome 1.1

---

1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See Course grade measure for outcome 1.1

---

2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** Physical competency tests
- Direct - Exam

**Details/Description:** NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.
- Rubric assessment
- Skill Tests
  - PE 211
  - PE 212
  - PE 213
  - PE 214
  - PE 217
  - PE 442
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

---

2.2 Health-enhancing level of fitness

**Measure:** See Physical competency tests measure for outcome 2.1
Achieve and maintain a health-enhancing level of fitness throughout the program.

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

2.3 Demonstrate performance concepts
Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Physical competency tests measure for outcome 2.1

3. Planning and implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

3.1 Design short-term and long-term plans
Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

Details/Description: NOTE: This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 3.1 & 3.2.
Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: Work Sample Evaluation

Details/Description: NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
Rubric assessment
PE 302
PE 310

3.2 Develop appropriate goals and objectives
Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

Measure: Lesson plan and implementation assessment

Details/Description: NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
Rubric assessment
PE 302
PE 310
<table>
<thead>
<tr>
<th>3.3 Design content aligned with objectives</th>
<th>Measure: See Lesson plan and implementation assessment measure from outcome 3.2</th>
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<tbody>
<tr>
<td>Details/Description:</td>
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</tr>
<tr>
<td>3.4 Plan for resources to provide learning experiences</td>
<td>Measure: See Lesson plan and implementation assessment measure from outcome 3.2</td>
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<tr>
<td>Details/Description:</td>
<td>Target: Implementation Plan (timeline): Responsible Individual(s):</td>
</tr>
<tr>
<td>3.3 Design content aligned with objectives</td>
<td>Measure: See Work sample evaluation measure for outcome 3.1</td>
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<tr>
<td>Details/Description:</td>
<td>Target: Implementation Plan (timeline): Responsible Individual(s):</td>
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<td>Target:</td>
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<tr>
<td>Measure: See Student teaching evaluation measure for outcome 3.1</td>
<td>Measure: See Student teaching evaluation measure for outcome 3.1</td>
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<tr>
<td>Details/Description:</td>
<td>Target: Implementation Plan (timeline): Responsible Individual(s):</td>
</tr>
</tbody>
</table>
3.5 Plan instruction for diverse student needs
Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

3.6 Plan instruction that addresses diverse needs
Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

3.7 Demonstrate knowledge of current technology
Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**
4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Communication skills

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

- **Measure:** Lesson plan and implementation assessment
  - **Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6.
    - Rubric assessment
    - PE 302
    - PE 310
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

- **Measure:** Student teaching evaluation
  - **Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6.
    - Rubric assessment
    - BCP III (Student teaching)
    - CIMT 401
    - PE 400
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

4.2 Demonstrations, explanations, cues, and prompts

Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

- **Measure:** See Lesson plan and implementation assessment measure from outcome 4.1
  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

- **Measure:** See Student teaching evaluation measure for outcome 4.1
  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**
### 4.3 Instructional feedback
Provide effective instructional feedback for skill acquisition, student learning and motivation.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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</table>

### 4.4 Adjust instructional tasks
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

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<th>Details/Description:</th>
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<td><strong>Target:</strong></td>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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### 4.5 Managerial rules, routines, and transitions
Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

<table>
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<th>Details/Description:</th>
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<td><strong>Target:</strong></td>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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**Measure:** See Student teaching evaluation measure for outcome 4.1

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<td><strong>Target:</strong></td>
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<tr>
<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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</tbody>
</table>
4.6 Help students demonstrate responsible behaviors
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 4.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

---

5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Measure:** Student teaching evaluation
Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** Work sample evaluation
Direct - Portfolio

**Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

5.2 Use assessments
Use appropriate assessments to evaluate student learning before, during and after instruction.

**Measure:** See Student teaching evaluation measure for outcome 5.1

**Details/Description:**
5.3 Use the reflective cycle to implement change

Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

**Measure:** See Work sample evaluation measure for outcome 5.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

6. Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

6.1 Belief that all students can become physically educated

Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

**Measure:** Disposition

Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment
PE 290
PE 310
PE 400 (Student teaching)

**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Measure:** Student teaching evaluation

Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
6.2 Collaboration and professional development

Participate in activities that enhance collaboration and lead to professional growth and development.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): 
  - Responsible Individual(s): 

6.3 Ethical behavior

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): 
  - Responsible Individual(s): 

6.4 Respectful communication

Communicate in ways that convey respect and sensitivity.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): 
  - Responsible Individual(s): 

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**
### Assessment Findings

#### Finding per Measure

### BA/BS in Physical Education Outcome Set (effective 2013)

1. **Scientific and theoretical knowledge**
   Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### 1.1 Physiological and biomechanical concepts

**Measure:** Course grades

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, & 1.5.

- PE 201
- PE 256
- PE 290
- PE 366
- PE 404
- PE 442
- PE 466

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Course grades**

**Summary of Findings:** TCs seem to meet expectations.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

Fall 2014 Spr 2015 class grades for TaskStream.docx (Word Document (Open XML))

**Measure:** PRAXIS II

**Direct - Exam**

**Details/Description:** NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.4.

- State licensure test
- BCP III

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for PRAXIS II**
**Summary of Findings**: 11 students took the Praxis II exam and 9 were successful.

**Results**: Target Achievement: Met

**Recommendations**:

**Reflections/Notes**:

**Substantiating Evidence**:


---

**Measure**: Student teaching evaluation  
Direct - Other

**Details/Description**: NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.5.

Rubric assessment  
BCP III (Student teaching)  
CIMT 401  
PE 400

**Target**:

**Implementation Plan (timeline)**:

**Responsible Individual(s)**:

---

**Findings** for Student teaching evaluation

**Summary of Findings**: TCs met expectations.

**Results**: Target Achievement: Met

**Recommendations**:

**Reflections/Notes**:

**Substantiating Evidence**:

File: 2015_SPRING_ASSESSMENT_4_Student_Teaching_data.docx (Word Document (Open XML))

---

**1.2 Motor learning and psychological/behavioral theory**

**Measure**: See Course grade measure for outcome 1.1

**Details/Description**:

**Target**:

**Implementation Plan (timeline)**:

**Responsible Individual(s)**:

---

**Findings** for See Course grade measure for outcome 1.1

**Summary of Findings**: See 1.1

**Results**: Target Achievement: Met

**Recommendations**:

**Reflections/Notes**:
1.3 Motor development theory and principles

Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.
Measure: See PRAXIS II measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See PRAXIS II measure for outcome 1.1

Summary of Findings: 9/11 passed
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: See Student teaching evaluation measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 1.1

Summary of Findings: TCs have met expectations. See table.
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

1.4 Perspectives of physical education
Identify historical, philosophical and social perspectives of physical education issues and legislation.

Measure: See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Course grade measure for outcome 1.1

Summary of Findings: See 1.1
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s):  

**Findings for** See Course grade measure for outcome 1.1

**Summary of Findings:** See 1.1
- Results: Target Achievement: Met
- Recommendations :  
- Reflections/Notes :  
- Substantiating Evidence:  
  0Fall 2014 Spr 2015 class grades for TaskStream.docx (Word Document (Open XML))

**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s):  

**Findings for** See Student teaching evaluation measure for outcome 1.1

**Summary of Findings:** TCs have met expectations. See table.
Results: Target Achievement: Met

Recommendations: 

Reflections/Notes: 

2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance

Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

Measure: Physical competency tests

Direct - Exam

Details/Description: NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.

Rubric assessment
Skill Tests
PE 211
PE 212
PE 213
PE 214
PE 217
PE 442

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Physical competency tests

Summary of Findings: PE 217 and PE 442: Slight improvement from Meets into Exceeds by comparing Pre and Post test measures in all areas.
PE 214: Majority exceeds, few meets, (see table-- too many skills)
PE 213: 14/25 Exceeds and 11/25 Meets
PE 212: 20.23 Exceeds and 2/23 Meets and 1/23 Did Not Meet
PE 211: 15/29 Exceeds and 14/29 Meets (on average; many variables)

Results: Target Achievement: Met

Recommendations: 

Reflections/Notes: 

Substantiating Evidence:

- 2014_data_combined skill tests F14 Sp 15.docx (Word Document (Open XML))
- FitnessGram Test data Fall 14 Spr 15 and 217 and 442.docx (Word Document (Open XML))
- PE 214 skill tests Fall 2014.docx (Word Document (Open XML))

2.2 Health-enhancing level of fitness

Achieve and maintain a health-enhancing level of fitness throughout the program.

Measure: See Physical competency tests measure for outcome 2.1

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for See Physical competency tests measure for outcome 2.1
### 2.3 Demonstrate performance concepts

Demonstrate performance concepts related to skillful movement in a variety of physical activities.

#### Measure: See Physical competency tests measure for outcome 2.1

<table>
<thead>
<tr>
<th>Details/Description:</th>
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</thead>
<tbody>
<tr>
<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline):</td>
</tr>
<tr>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>

#### Findings for See Physical competency tests measure for outcome 2.1

<table>
<thead>
<tr>
<th>Summary of Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCs on average meet expectations. See data table.</td>
</tr>
<tr>
<td>Results: Target Achievement: Met</td>
</tr>
<tr>
<td>Recommendations :</td>
</tr>
<tr>
<td>Reflections/Notes :</td>
</tr>
</tbody>
</table>

### 3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

#### 3.1 Design short-term and long-term plans

Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

#### Measure: Student teaching evaluation

Direct - Other

<table>
<thead>
<tr>
<th>Details/Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, &amp; 3.7.</td>
</tr>
<tr>
<td>Rubric assessment</td>
</tr>
<tr>
<td>BCP III (Student teaching)</td>
</tr>
<tr>
<td>CIMT 401</td>
</tr>
<tr>
<td>PE 400</td>
</tr>
<tr>
<td>Target:</td>
</tr>
<tr>
<td>Implementation Plan (timeline):</td>
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<tr>
<td>Responsible Individual(s):</td>
</tr>
</tbody>
</table>

#### Findings for Student teaching evaluation

<table>
<thead>
<tr>
<th>Summary of Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores indicate that TC's on average are meeting expectations.</td>
</tr>
<tr>
<td>Results: Target Achievement: Met</td>
</tr>
<tr>
<td>Recommendations :</td>
</tr>
<tr>
<td>Reflections/Notes :</td>
</tr>
<tr>
<td>Substantiating Evidence:</td>
</tr>
</tbody>
</table>

---

**Summary of Findings:** FitnessGram data shows TCs do have struggles with Not Meeting some tests in the test battery. On average, most TCs meet expectations.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

- FitnessGram Test data Fall 14 Spr 15 and 217 and 442.docx (Word Document (Open XML))
Measure: Work Sample Evaluation

Details/Description: NOTE: This measure relates to outcomes 3.1 & 3.2.

- Portfolio
- Rubric assessment
- BCP III (Student teaching)
- CIMT 401
- PE 400

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Work Sample Evaluation

Summary of Findings: TCs met or exceeded requirements.

Results: Target Achievement: Met

Recommendations: 

Reflections/Notes: 

Substantiating Evidence:

Spr 15 Work Sample data.xlsx (Excel Workbook (Open XML))

---

3.2 Develop appropriate goals and objectives

Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

Measure: Lesson plan and implementation assessment

Details/Description: NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.

- Rubric assessment
- PE 302
- PE 310

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Lesson plan and implementation assessment

Summary of Findings: Psychomotor Student Obj/3.2:
- PE 302: 3/5 Exc, 2/5 Meets
- PE 310: 5/5 Exc

Cog Student Obj/3.2:
- PE 302: 2/5 Exc and 3/5 Meets
- PE 310: 5/5 Exc

Affective Student Obj/3.2:
- PE 302: 5/5 Exc
- PE 310: 5/5 Exc

Results: Target Achievement: Met
**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

ASSESSMENT 3 Lesson plan data 2014-15.docx (Word Document (Open XML))

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 3.1

**Summary of Findings:** See previous table. TCs are meeting expectations.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Substantiating Evidence:**

ASSESSMENT 4 Student Teaching data.docx (Word Document (Open XML))

**Measure:** See Work sample evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Work sample evaluation measure for outcome 3.1

**Summary of Findings:** TCs meet expectations. See data.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**3.3 Design content aligned with objectives**

Design and implement content that is aligned with lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

---
Responsible Individual(s):

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings**: TCs meet expectations. See data.
**Results**: Target Achievement: Met
**Recommendations**:
**Reflections/Notes**:

**Measure**: See Student teaching evaluation measure for outcome 3.1

Details/Description:
**Target**:
**Implementation Plan (timeline)**:
**Responsible Individual(s)**:

**Findings** for See Student teaching evaluation measure for outcome 3.1

**Summary of Findings**: TCs meet expectations. See data.
**Results**: Target Achievement: Met
**Recommendations**:
**Reflections/Notes**:

**3.4 Plan for resources to provide learning experiences**
Plan for and manage resources to provide active, fair and equitable learning experiences.

**Measure**: See Lesson plan and implementation assessment measure from outcome 3.2

Details/Description:
**Target**:
**Implementation Plan (timeline)**:
**Responsible Individual(s)**:

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings**: TCs meet expectations. See data.
**Results**: Target Achievement: Met
**Recommendations**:
**Reflections/Notes**:

**Measure**: See Student teaching evaluation measure for outcome 3.1

Details/Description:
### Target:

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for See Student teaching evaluation measure for outcome 3.1

**Summary of Findings:** TCs meet expectations. See data table.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

#### 3.5 Plan instruction for diverse student needs

Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

| Details/Description:
| --- |
| **Target:**
| **Implementation Plan (timeline):**
| **Responsible Individual(s):**

---

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings:** TCs meet expectations. See data.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

---

**Findings** for See Student teaching evaluation measure for outcome 3.1

**Summary of Findings:** TCs meet expectations. See data.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**
3.6 Plan instruction that addresses diverse needs

Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings:** See 3.2

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

3.7 Demonstrate knowledge of current technology

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

**Summary of Findings:** See 3.1

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

---

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 3.1

**Summary of Findings:** Met with 3.1

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**
**Reflections/Notes:**

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 3.1

- **Summary of Findings:** See 3.1
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

---

### 4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### 4.1 Communication skills

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

**Measure:** Lesson plan and implementation assessment

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6.

- Rubric assessment
  - PE 302
  - PE 310
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Findings** for Lesson plan and implementation assessment

- **Summary of Findings:** PE 302: 1/5 Exc and 4/5 Meets
  - PE 310: 5/5 Exc
- **Results:** Target Achievement: Met
- **Recommendations:**
- **Reflections/Notes:**

**Substantiating Evidence:**
- ![Assessment 3 Lesson Plan Data (Word Document (Open XML))](Attachment)

---

**Measure:** Student teaching evaluation

**Direct - Other**

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Student teaching evaluation

Summary of Findings: See attached table.
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
Substantiating Evidence:
© 2015 SPRING ASSESSMENT 4 Student Teaching data.docx (Word Document (Open XML))

4.2 Demonstrations, explanations, cues, and prompts

Measure: See Lesson plan and implementation assessment measure from outcome 4.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Lesson plan and implementation assessment measure from outcome 4.1

Summary of Findings: Uses effective demonstrations and explanations/ 4.2
PE 302: 2/5 Exc and 3/5 Meets
PE 310: 3/5 Exc and 2/5 Meets

Uses effective instructional cues & prompts/4.2
PE 302: 5/5 Meets
PE 310 2/5 Exc and 3/5 Meets

Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: See Student teaching evaluation measure for outcome 4.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):
**Findings** for See Student teaching evaluation measure for outcome 4.1

**Summary of Findings:** TCs meet expectations. See data.

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

### 4.3 Instructional feedback

**Provide effective instructional feedback for skill acquisition, student learning and motivation.**

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

**Summary of Findings:** Analyzes skills and performance concepts.../4.3

PE 302: 1/5 Exc and 4/5 Meets  
PE 310: 2/5 Exc and 3/5 Meets  
Provides effective feedback..../4.3

PE 302: 1/5 Exc and 4/5 Meets  
PE 310: 4/5 Exc and 1/5 Meets  
**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure:** See Student teaching evaluation measure for outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 4.1

**Summary of Findings:** See 4.1  
**Results:** Target Achievement: Met  
**Recommendations:**

**Reflections/Notes:**
4.4 Adjust instructional tasks

- **Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  - **Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

  - **Summary of Findings:** PE 302: 1/5 Exc and 4/5 Meets
    PE 310: 4/5 Exc and 1/5 Meets
  - **Results:** Target Achievement: Met
  - **Recommendations:**
  - **Reflections/Notes:**

- **Measure:** See Student teaching evaluation measure for outcome 4.1

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  - **Findings** for See Student teaching evaluation measure for outcome 4.1

  - **Summary of Findings:** See 4.1
  - **Results:** Target Achievement: Met
  - **Recommendations:**
  - **Reflections/Notes:**

4.5 Managerial rules, routines, and transitions

- **Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  - **Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

  - **Summary of Findings:** PE 302: 2/5 Exc and 3/5 Meets
    PE 310: 4/5 Exc and 1/5 Meets
  - **Results:** Target Achievement: Met
**Recommendations:**

**Reflections/Notes:**

**Measure:** See Student teaching evaluation measure for outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for** See Student teaching evaluation measure for outcome 4.1

**Summary of Findings:** See 4.1

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

---

**4.6 Help students demonstrate responsible behaviors**

Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for** See Lesson plan and implementation assessment measure from outcome 4.1

**Summary of Findings:** PE 302: 2/5 Exc and 3/5 Meets

PE 310: 5/5 Exc

**Results:** Target Achievement: Met

**Recommendations :**

**Reflections/Notes :**

---

**Measure:** See Student teaching evaluation measure for outcome 4.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for** See Student teaching evaluation measure for outcome 4.1
5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

Measure: Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Student teaching evaluation

Summary of Findings: TCs meet expectations. See data.
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Substantiating Evidence:
© 2015_SPRING ASSESSMENT_4_Student_Teaching_data-1.docx (Word Document (Open XML))

Measure: Work sample evaluation
Direct - Portfolio

Details/Description: NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Work sample evaluation

Summary of Findings: TCs met expectations on these many data points.
Results: Target Achievement: Met
5.2 Use assessments

Use appropriate assessments to evaluate student learning before, during and after instruction.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 5.1

Summary of Findings: See 5.1
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Work sample evaluation measure for outcome 5.1

Summary of Findings: See 5.1
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

5.3 Use the reflective cycle to implement change

Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):
Findings for See Student teaching evaluation measure for outcome 5.1

Summary of Findings: See 5.1
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Work sample evaluation measure for outcome 5.1

Summary of Findings: See 5.1
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:

6. Professionalism
Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

6.1 Belief that all students can become physically educated

Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Measure: Disposition
Direct: Other

Details/Description: NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.
Rubric assessment
PE 290
PE 310
PE 400 (Student teaching)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Disposition

Summary of Findings: TCs seem to meet expectations. See data.
Results: Target Achievement: Met
Recommendations:
Reflections/Notes:
Substantiating Evidence:

ASSESSMENT 6 disposition 2014 fall to 2015 sp.docx (Word Document (Open XML))
**Measure:** Student teaching evaluation  

**Details/Description:** NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.

Rubric assessment  
BCP III (Student teaching)  
CIMT 401  
PE 400

**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):

**Findings** for Student teaching evaluation

**Summary of Findings:** TCs met expectations. See data.  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**  
**Substantiating Evidence:**  
[2015_SPRING_ASSESSMENT_4_Student_Teaching_data.docx (Word Document (Open XML))]

---

**6.2 Collaboration and professional development**

Participate in activities that enhance collaboration and lead to professional growth and development.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**  
**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):

**Findings** for See Disposition measure for outcome 6.1

**Summary of Findings:** TCs met expectation. See table.  
**Results:** Target Achievement: Met  
**Recommendations:**  
**Reflections/Notes:**

---

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**  
**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):
6.3 Ethical behavior

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s):

**Findings for** See Disposition measure for outcome 6.1

**Summary of Findings:** TCs met expectation. See table in 6.1
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**

6.4 Respectful communication

Communicate in ways that convey respect and sensitivity.

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**
- Target:
- Implementation Plan (timeline):
- Responsible Individual(s):

**Findings for** See Student teaching evaluation measure for outcome 6.1

**Summary of Findings:** TCs met. See table for 6.1
**Results:** Target Achievement: Met
**Recommendations:**
**Reflections/Notes:**
**Findings** for See Disposition measure for outcome 6.1

**Summary of Findings:** TCs met expectation. See table

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Student teaching evaluation measure for outcome 6.1

**Summary of Findings:** See table

**Results:** Target Achievement: Met

**Recommendations:**

**Reflections/Notes:**

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

**Action Plan**

**Status Report**
# 2015-2016 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

#### BA/BS in Physical Education Outcome Set (effective 2013)

<table>
<thead>
<tr>
<th>1. Scientific and theoretical knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1 Physiological and biomechanical concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure:</th>
<th>Course grades</th>
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<tbody>
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<td>Details/Description:</td>
<td>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, &amp; 1.5.</td>
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<tr>
<td>PE 201</td>
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<td>PE 290</td>
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<td>PE 366</td>
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<td>PE 404</td>
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<table>
<thead>
<tr>
<th>Target:</th>
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<td>Implementation Plan (timeline):</td>
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<tr>
<th>Measure:</th>
<th>PRAXIS II</th>
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<tr>
<td>Direct - Exam</td>
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<th>Details/Description:</th>
<th>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, &amp; 1.4.</th>
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<tr>
<td>State licensure test</td>
<td>BCP III</td>
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<tr>
<th>Measure:</th>
<th>Student teaching evaluation</th>
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<td>Direct - Other</td>
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<th>Details/Description:</th>
<th>NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, &amp; 1.5.</th>
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<tbody>
<tr>
<td>Rubric assessment</td>
<td>BCP III (Student teaching)</td>
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<td>CIMT 401</td>
<td>PE 400</td>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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</table>
1.2 Motor learning and psychological/behavioral theory

Measure: See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See PRAXIS II measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Student teaching evaluation measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

1.3 Motor development theory and principles

Measure: See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See PRAXIS II measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Student teaching evaluation measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

1.4 Perspectives of physical education

Measure: See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):
Identify historical, philosophical and social perspectives of physical education issues and legislation.

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**Measure:** See PRAXIS II measure for outcome 1.1

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### 1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Measure:** See Course grade measure for outcome 1.1

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**Measure:** See Student teaching evaluation measure for outcome 1.1

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</table>

### 2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

| **Measure:** Physical competency tests |
| Direct - Exam |

**Details/Description:** NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.

- Rubric assessment
- Skill Tests
- PE 211
- PE 212
- PE 213
- PE 214
- PE 217
- PE 442

| Target: |
| Implementation Plan (timeline): |
| Responsible Individual(s): |

### 2.2 Health-enhancing level of fitness

**Measure:** See Physical competency tests measure for outcome 2.1

| Target: |
| Implementation Plan (timeline): |
| Responsible Individual(s): |
2.3 Demonstrate performance concepts
Demonstrate performance concepts related to skillful movement in a variety of physical activities.

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: See Physical competency tests measure for outcome 2.1

3. Planning and implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

3.1 Design short-term and long-term plans
Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

Details/Description: NOTE: This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Measure: Student teaching evaluation
Direct - Other

Measure: Work Sample Evaluation

Details/Description: NOTE: This measure relates to outcomes 3.1 & 3.2.
Portfolio
Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400
Target:
Implementation Plan (timeline):
Responsible Individual(s):

3.2 Develop appropriate goals and objectives
Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

Measure: Lesson plan and implementation assessment

Details/Description: NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.
Rubric assessment
PE 302
PE 310
### 3.3 Design content aligned with objectives

Design and implement content that is aligned with lesson objectives.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

---

### 3.4 Plan for resources to provide learning experiences

Plan for and manage resources to provide active, fair and equitable learning experiences.

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

---
### 3.5 Plan instruction for diverse student needs

Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:** 
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

### 3.6 Plan instruction that addresses diverse needs

Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:** 
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

### 3.7 Demonstrate knowledge of current technology

Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 3.1
### 4. Instructional delivery and management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### 4.1 Communication skills

Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

<table>
<thead>
<tr>
<th>Measure: Lesson plan and implementation assessment</th>
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<tbody>
<tr>
<td>Details/Description: NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, &amp; 4.6.</td>
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<tr>
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<td>PE 310</td>
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<th>Measure: Student teaching evaluation</th>
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<tr>
<td>Direct - Other</td>
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<td>Details/Description: NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 &amp; 4.6.</td>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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#### 4.2 Demonstrations, explanations, cues, and prompts

Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

| Measure: See Lesson plan and implementation assessment measure from outcome 4.1 |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): |
| Responsible Individual(s): |

| Measure: See Student teaching evaluation measure for outcome 4.1 |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): |
| Responsible Individual(s): |
4.3 Instructional feedback
Provide effective instructional feedback for skill acquisition, student learning and motivation.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**
Target:
Implementation Plan (timeline):
Responsible Individual(s):

4.4 Adjust instructional tasks
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**
Target:
Implementation Plan (timeline):
Responsible Individual(s):

4.5 Managerial rules, routines, and transitions
Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**
Target:
Implementation Plan (timeline):
Responsible Individual(s):
4.6 Help students demonstrate responsible behaviors
Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

- **Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** See Student teaching evaluation measure for outcome 4.1

- **Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

5. Impact on student learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

5.1 Select or create assessments
Select or create appropriate assessments that will measure student achievement of goals and objectives.

**Measure:** Student teaching evaluation
**Direct - Other**

- **Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
  - Rubric assessment
  - BCP III (Student teaching)
  - CIMT 401
  - PE 400

- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

**Measure:** Work sample evaluation
**Direct - Portfolio**

- **Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.
  - Portfolio
  - Rubric assessment
  - BCP III (Student teaching)
  - CIMT 401
  - PE 400

- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

5.2 Use assessments
Use appropriate assessments to evaluate student learning before, during and after instruction.

**Measure:** See Student teaching evaluation measure for outcome 5.1

- **Details/Description:**
| Target:                                                                 |
| Implementation Plan (timeline):                                        |
| Responsible Individual(s):                                             |

**Measure:** See Work sample evaluation measure for outcome 5.1

| Details/Description:                                                    |
| Target:                                                                 |
| Implementation Plan (timeline):                                        |
| Responsible Individual(s):                                             |

5.3 Use the reflective cycle to implement change

Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

**Measure:** See Student teaching evaluation measure for outcome 5.1

| Details/Description:                                                    |
| Target:                                                                 |
| Implementation Plan (timeline):                                        |
| Responsible Individual(s):                                             |

6. Professionalism

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

| Measure: Disposition                                                   |
| Direct - Other                                                         |

| Details/Description:                                                   |
| Rubric assessment                                                      |
| PE 290                                                                 |
| PE 310                                                                 |
| PE 400 (Student teaching)                                              |

| Target:                                                                 |
| Implementation Plan (timeline):                                        |
| Responsible Individual(s):                                             |

**Measure:** Student teaching evaluation

Direct - Other

| Details/Description:                                                   |
| Rubric assessment                                                      |
| BCP III (Student teaching)                                             |
| CIMT 401                                                               |
| PE 400                                                                 |
6.2 Collaboration and professional development
Participate in activities that enhance collaboration and lead to professional growth and development.

- **Measure:** See Disposition measure for outcome 6.1

Details/Description:
**Target:**
Implementation Plan (timeline):
Responsible Individual(s):

- **Measure:** See Student teaching evaluation measure for outcome 6.1

Details/Description:
**Target:**
Implementation Plan (timeline):
Responsible Individual(s):

6.3 Ethical behavior
Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

- **Measure:** See Disposition measure for outcome 6.1

Details/Description:
**Target:**
Implementation Plan (timeline):
Responsible Individual(s):

- **Measure:** See Student teaching evaluation measure for outcome 6.1

Details/Description:
**Target:**
Implementation Plan (timeline):
Responsible Individual(s):

6.4 Respectful communication
Communicate in ways that convey respect and sensitivity.

- **Measure:** See Disposition measure for outcome 6.1

Details/Description:
**Target:**
Implementation Plan (timeline):
Responsible Individual(s):

- **Measure:** See Student teaching evaluation measure for outcome 6.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Assessment Findings

Finding per Measure

BA/BS in Physical Education Outcome Set (effective 2013)

1. Scientific and theoretical knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.1 Physiological and biomechanical concepts
Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

Measure: Course grades

Details/Description: NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, 1.4, & 1.5.
PE 201
PE 266
PE 290
PE 366
PE 404
PE 442
PE 466

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Course grades

No Findings Added

Measure: PRAXIS II
Direct - Exam

Details/Description: NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.4.
State licensure test
BCP III

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for PRAXIS II

No Findings Added

Measure: Student teaching evaluation
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 1.1, 1.2, 1.3, & 1.5.
1.2 Motor learning and psychological/behavioral theory

Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.

**Measure:** See Course grade measure for outcome 1.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

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**Findings** for See Course grade measure for outcome 1.1

No Findings Added

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**Measure:** See PRAXIS II measure for outcome 1.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

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**Findings** for See PRAXIS II measure for outcome 1.1

No Findings Added

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**Measure:** See Student teaching evaluation measure for outcome 1.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

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**Findings** for See Student teaching evaluation measure for outcome 1.1

No Findings Added

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1.3 Motor development theory and principles

**Measure:** See Course grade measure for outcome 1.1

---
Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Course grade measure for outcome 1.1
No Findings Added

Measure: See PRAXIS II measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See PRAXIS II measure for outcome 1.1
No Findings Added

Measure: See Student teaching evaluation measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 1.1
No Findings Added

1.4 Perspectives of physical education
Identify historical, philosophical and social perspectives of physical education issues and legislation.

Measure: See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Course grade measure for outcome 1.1
No Findings Added

Measure: See PRAXIS II measure for outcome 1.1

Details/Description:
1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Measure:** See Course grade measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

**Findings** for See Course grade measure for outcome 1.1

No Findings Added

**Measure:** See Student teaching evaluation measure for outcome 1.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

**Findings** for See Student teaching evaluation measure for outcome 1.1

No Findings Added

2. Skill-based and fitness based competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

2.1 Personal competence in motor skills performance

Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

**Measure:** Physical competency tests

Direct - Exam

Details/Description: NOTE: This measure relates to outcomes 2.1, 2.2, & 2.3.

Rubric assessment
Skill Tests
PE 211
PE 212
PE 213
PE 214
PE 217
PE 442

Target:
Implementation Plan (timeline):
Responsible Individual(s):
**Findings for Physical competency tests**

No Findings Added

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### 2.2 Health-enhancing level of fitness

Achieve and maintain a health-enhancing level of fitness throughout the program.

**Measure:** See Physical competency tests measure for outcome 2.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Findings** for See Physical competency tests measure for outcome 2.1

No Findings Added

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### 2.3 Demonstrate performance concepts

Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**Measure:** See Physical competency tests measure for outcome 2.1

**Details/Description:**
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Findings** for See Physical competency tests measure for outcome 2.1

No Findings Added

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### 3. Planning and implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

#### 3.1 Design short-term and long-term plans

Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

**Measure:** Student teaching evaluation

**Direct** - Other

**Details/Description:** NOTE: This measure relates to outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.

Rubric assessment
BCP III (Student teaching)
CIMT 401
PE 400

**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Findings** for Student teaching evaluation

No Findings Added
**Measure:** Work Sample Evaluation

**Details/Description:** NOTE: This measure relates to outcomes 3.1 & 3.2.

Portfolio
Rubric assessment
BCP III (Student teaching)
CJMT 401
PE 400

**Target:**

Implementation Plan (timeline):

**Responsible Individual(s):**

---

**Findings for Work Sample Evaluation**

No Findings Added

---

### 3.2 Develop appropriate goals and objectives

Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and/or national standards.

**Measure:** Lesson plan and implementation assessment

**Details/Description:** NOTE: This measure relates to outcomes 3.2, 3.3, 3.4, 3.5, 3.6, & 3.7.

Rubric assessment
PE 302
PE 310

**Target:**

Implementation Plan (timeline):

**Responsible Individual(s):**

---

**Findings for Lesson plan and implementation assessment**

No Findings Added

---

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

Implementation Plan (timeline):

**Responsible Individual(s):**

---

**Findings for See Student teaching evaluation measure for outcome 3.1**

No Findings Added

---

**Measure:** See Work sample evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

Implementation Plan (timeline):

**Responsible Individual(s):**
**Findings** for See Work sample evaluation measure for outcome 3.1

*No Findings Added*

### 3.3 Design content aligned with objectives

Design and implement content that is aligned with lesson objectives.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

*No Findings Added*

### 3.4 Plan for resources to provide learning experiences

Plan for and manage resources to provide active, fair and equitable learning experiences.

**Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

*No Findings Added*

**Measure:** See Student teaching evaluation measure for outcome 3.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**
3.5 Plan instruction for diverse student needs
Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  - **Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

  - No Findings Added

3.6 Plan instruction that addresses diverse needs
Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

- **Measure:** See Lesson plan and implementation assessment measure from outcome 3.2

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):**
  - **Responsible Individual(s):**

  - **Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

  - No Findings Added

- **Measure:** See Student teaching evaluation measure for outcome 3.1

  - **Details/Description:**
3.7 Demonstrate knowledge of current technology
Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Measure**: See Lesson plan and implementation assessment measure from outcome 3.2

Details/Description:
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Findings** for See Lesson plan and implementation assessment measure from outcome 3.2

No Findings Added

4. Instructional delivery and management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Communication skills
Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

**Measure**: Lesson plan and implementation assessment

Details/Description: NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5, & 4.6.

Rubric assessment
PE 302
PE 310

**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

**Findings** for Lesson plan and implementation assessment
No Findings Added

**Measure:** Student teaching evaluation  
Direct - Other

**Details/Description:** NOTE: This measure relates to outcomes 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6.  
Rubric assessment  
BCP III (Student teaching)  
CIMT 401  
PE 400  
**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):

**Findings** for Student teaching evaluation  
No Findings Added

4.2 Demonstrations, explanations, cues, and prompts  
Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**  
**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):

**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1  
No Findings Added

**Measure:** See Student teaching evaluation measure for outcome 4.1

**Details/Description:**  
**Target:**  
Implementation Plan (timeline):  
Responsible Individual(s):

**Findings** for See Student teaching evaluation measure for outcome 4.1  
No Findings Added

4.3 Instructional feedback  
Provide effective instructional feedback for skill acquisition, student learning and motivation.

**Measure:** See Lesson plan and implementation assessment measure from outcome 4.1

**Details/Description:**  
**Target:**
### Implementation Plan (timeline):
**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings</th>
<th>for See Lesson plan and implementation assessment measure from outcome 4.1</th>
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### Measure:
See Student teaching evaluation measure for outcome 4.1

#### Details/Description:
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

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### 4.4 Adjust instructional tasks
Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

#### Measure:
See Lesson plan and implementation assessment measure from outcome 4.1

#### Details/Description:
**Target:**
**Implementation Plan (timeline):**
**Responsible Individual(s):**

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### Measure:
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#### Details/Description:
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**Responsible Individual(s):**

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### 4.5 Managerial rules, routines, and transitions
Use managerial rules, routines and transitions to
create and maintain a safe and effective learning environment.

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**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

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**Findings** for See Student teaching evaluation measure for outcome 4.1

*No Findings Added*

### 4.6 Help students demonstrate responsible behaviors

Implement strategies to help students demonstrate personal and social behaviors in a productive learning environment.

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**Findings** for See Lesson plan and implementation assessment measure from outcome 4.1

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**Findings** for See Student teaching evaluation measure for outcome 4.1

*No Findings Added*

### 5. Impact on student learning

Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about
### 5.1 Select or create assessments

Select or create appropriate assessments that will measure student achievement of goals and objectives.

#### Measure: Student teaching evaluation

**Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.

- Rubric assessment
- BCP III (Student teaching)
- CIMIT 401
- PE 400

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Student teaching evaluation**

*No Findings Added*

#### Measure: Work sample evaluation

**Details/Description:** NOTE: This measure relates to outcomes 5.1, 5.2, & 5.3.

- Portfolio
- Rubric assessment
- BCP III (Student teaching)
- CIMIT 401
- PE 400

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for Work sample evaluation**

*No Findings Added*

### 5.2 Use assessments

Use appropriate assessments to evaluate student learning before, during and after instruction.

#### Measure: See Student teaching evaluation measure for outcome 5.1

**Details/Description:**

**Target:**

**Implementation Plan (timeline):**

**Responsible Individual(s):**

**Findings for See Student teaching evaluation measure for outcome 5.1**

*No Findings Added*

#### Measure: See Work sample evaluation measure for outcome 5.1

**Details/Description:**
5.3 Use the reflective cycle to implement change
Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

Measure: See Student teaching evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Student teaching evaluation measure for outcome 5.1

No Findings Added

Measure: See Work sample evaluation measure for outcome 5.1

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for See Work sample evaluation measure for outcome 5.1

No Findings Added

6. Professionalism
Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

6.1 Belief that all students can become physically educated
Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Measure: Disposition
Direct - Other

Details/Description: NOTE: This measure relates to outcomes 6.1, 6.2, 6.3, & 6.4.
Rubric assessment
PE 290
PE 310
PE 400 (Student teaching)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Disposition

No Findings Added
6.2 Collaboration and professional development

Participate in activities that enhance collaboration and lead to professional growth and development.

**Measure:** See Disposition measure for outcome 6.1

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<td><strong>No Findings Added</strong></td>
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</table>

6.3 Ethical behavior

Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**Measure:** See Disposition measure for outcome 6.1

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<thead>
<tr>
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**Findings** for See Disposition measure for outcome 6.1

*No Findings Added*

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

*No Findings Added*

---

### 6.4 Respectful communication

Communicate in ways that convey respect and sensitivity.

**Measure:** See Disposition measure for outcome 6.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

*No Findings Added*

**Measure:** See Student teaching evaluation measure for outcome 6.1

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):**
- **Responsible Individual(s):**

*No Findings Added*

---

**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*
Program Outcomes Assessment
BA/BS in Physical Education All-Grade

❖ Action Plan

❖ Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix
Indiana Program Review

PROTOCOL
COVER SHEET FOR PROGRAM REVIEW
(Rules 2002)

Indiana State University

INSTITUTION: _______________________________________________

PROGRAM: _____Physical Education All Grades_______________

DATE SUBMITTED: ___June 5, 2009____________________________

CONTACT PERSON: ___Dr. Molly Hare_______________________

PHONE: _____(812)237-2947__________________________

EMAIL: molly.hare@indstate.edu___________________

To be filled in by DPS Staff

<table>
<thead>
<tr>
<th>Document #1</th>
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<tbody>
<tr>
<td>A. Unit Summary</td>
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<tr>
<td>B. Teacher Education</td>
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<tr>
<td>C. Program Field</td>
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<table>
<thead>
<tr>
<th>Document #2</th>
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<tbody>
<tr>
<td>A. Curriculum</td>
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</tr>
<tr>
<td>B. Standards Matrix</td>
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</tr>
<tr>
<td>C. Assessment Data</td>
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<td>D. Faculty</td>
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INDIANA PROGRAM REVIEW

General Program Overview
A. UNIT SUMMARY

Will be added by Dr. Powers.

B. EDUCATOR PROFESSIONAL PREPARATION COURSES

b. Submit an online link to a course catalog with direct link to course pages or a listing of those pages.

http://catalog.indstate.edu/preview_program.php?catoid=5&poid=849&bc=1
C. PROGRAM FIELD EXPERIENCES: a chart showing the relationships among the program’s courses and the field experiences provided for all candidates.

Please use this chart format:

<table>
<thead>
<tr>
<th>Course #/Title or Program Requirement</th>
<th>Purpose of Field Experience</th>
<th>Number of required hours in P-12 classroom</th>
<th>Candidate required tasks</th>
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</thead>
</table>
| PE 302                              | To gain effective teaching skills using developmentally-appropriate content through observation and teaching experiences in an elementary school setting | 30 hrs. for observation, small group teaching, and solo teaching | ➢ Observation
➢ Lesson planning
➢ Teaching performance
➢ Teaching Analysis
➢ Reflection |
| PE 310                              | To gain effective teaching skills using various content units through observation, small group teaching, and solo teaching experiences in middle school and high school settings | 30 hrs. for observation, small group teaching, and solo teaching | ➢ Observation
➢ Lesson planning
➢ Teaching performance
➢ Teaching Analysis
➢ Reflection |
| PE 497                              | To help the student better understand the characteristics of individuals with special needs in K-12 school settings. | 10 hrs. observation and assisting teachers | ➢ Observation
➢ Reflective Logs |
| PE 201                              | To provide real life perspectives of career choice of physical education teachers | 7 hrs. job shadowing | ➢ Observation
➢ Response paper |
Document #2: “CONTENT PROGRAM SPECIFICS” will include the following:

A. Content Curriculum Section

1. Submit a copy of the advising sheet (e.g., curriculum guide, program sheet) that describes this program.

DEPARTMENT OF PHYSICAL EDUCATION
PHYSICAL EDUCATION ALL GRADE MAJOR

Name: ________________________   Soc. Sec. #: ________________________

F = FALL ONLY   S = SPRING ONLY
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<td>215    TUMBLING &amp; GYMNASTICS</td>
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**UPPER DIVISION**

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**REQUIRED COGNATE**

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OR
### SPR 2008

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Praxis 1 prior to entrance into Teacher Ed Program

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* REQUIRED ACCEPTANCE IN THE TEACHER ED PROGRAM

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Praxis 2 (content specialty) prior to graduation and licensure
Course Descriptions

201 Introduction to Kinesiology—3 hour. An introduction to the study of kinesiology as a discipline, focusing on the knowledge base developed from experience, formal study, and professional practice. Career opportunities in physical activity professions are highlighted.

211 Net Sports in Educational Settings—2 hours. This course includes the content areas of tennis, badminton, and volleyball. The purpose of this course is to prepare preservice teachers to teach these games in a school setting.

212 Territorial Sports in Educational Settings—2 hours. This course includes the content areas soccer, basketball, and hockey. The purpose of the course is to prepare pre-service teachers to teach these games in a school setting.

213 Dance in Educational Settings—2 hours. This course is designed to give students an understanding of the execution and teaching of folk dance, square dance, social dance, popular dance, rhythmic activities, and aerobic dance, as appropriate for kindergarten-12 students.

214 Physical Education for Children—2 hours. This course centers on the understanding of developmentally appropriate content for elementary-aged students.

215 Tumbling and Gymnastics in Educational Settings—2 hours. This course prepares the pre-service teacher to teach tumbling and gymnastics in school settings. Students will learn to execute and teach fundamentals in tumbling and gymnastics.

216 Lifetime Recreational Activities in Educational Settings—2 hours. This course content includes outdoor education, golf, bowling, and archery. The purpose of this course is to prepare pre-service teachers to teach these lifetime recreational activities in school settings.

217 Physical Fitness in Educational Settings—2 hours. The purpose of this course is to prepare pre-service teachers to teach physical fitness in an educational setting. Concepts of health related physical fitness will be integrated into these activities.

220 Human Physiology for Allied Health Professions—2 hours. Human physiological systems will be studied as they relate to normal body functioning at rest and during exercise.

266 Human Growth and Motor Development—3 hours. This course is designed to enhance the understanding of life-span changes in physical growth, biological maturation, and motor behavior and the relationships among these factors.

290 Instructional Strategies in Physical Education—3 hours. A foundational course in the teacher education sequence in which pedagogical content is introduced and applied within a peer setting. Students design and implement learning experiences for peers in a structured and supervised setting.

302 Teaching Elementary Physical Education—3 hours. This course centers on the acquisition of effective teaching skills using developmentally-appropriate content. Prerequisites: 214 and 290.

310 Teaching Secondary Physical Education—3 hours. This course centers on the acquisition of effective teaching skills appropriate for middle and high school physical education. Prerequisite: 290.

366 Human Motor Learning—3 hours. Theoretical explanation of motor learning; classification of tasks: the interaction of performer, task, and environmental variables in the performance and acquisition of motor skills.
380 Analysis of Human Motion—4 hours. A study of human motion, noting bones, joints, and muscles that are involved and the mechanical conditions under which work is accomplished, plus laboratory experiences in this area.

381 Physiology of Exercise—4 hours. The application and interpretation of the principles of physiology involved in vigorous muscular activity. Current research in physiology involved in vigorous muscular activity. Current research in physiology of exercise as well as laboratory experiences demonstrating these principles. Laboratory experience will be a part of this course.

430 Program Promotion in Physical Education—2 hours. This course is designed to develop skills for promoting effective physical education programs within a kindergarten-12 setting. Students will apply basic computer literacy skills to develop projects that advocate the profession.

Prerequisite: Management Information Systems 276 or consent of instructor.

*442 Assessment in Physical Education—3 hours. Administration and interpretation of tests in fitness, strength, skills, and abilities as well as written tests and basic statistics.

466 Social Behavioral Aspects of Physical Education—3 hours. Investigation of sociological and behavioral factors which influence performance of motor skills and which are affected by participation in physical activity.

*497 Adapted Physical Education—3 hours. The primary focus of this course pertains to physical education for individuals with disabilities. Topics of discussion include legal factors, educational issues, instructional strategies, and physical/physiological characteristics of individuals with physical and/or mental disabilities as they relate to a physical activity setting.

2. a. Submit a listing of content courses and descriptions for this content area, OR
   b. Submit an online link to a course catalog with direct link to content course pages or a listing of those pages. (This link should be incorporated into Document #2.)

http://catalog.indstate.edu/preview_program.php?catoid=5&poid=870&bc=1
B. CONTENT Standards Matrix Section

The following table shows the whole program operation system in terms of which course covers which content standards and assessment methods adopted in each course. However the program evaluation data for this report were sampled from PE 266, 366, 302, and 400 (CIMT 402 until 2008 spring).
Physical Education

Program Assessment System Segment
Standards addressed throughout the Physical Education Program:

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<td>PE 310</td>
</tr>
<tr>
<td>MC 7</td>
<td>PE 366</td>
</tr>
<tr>
<td>MC 8</td>
<td>PE 430</td>
</tr>
<tr>
<td>EA 1</td>
<td>PE 442</td>
</tr>
<tr>
<td>EA 2</td>
<td>PE 497</td>
</tr>
<tr>
<td>EA 3</td>
<td>*</td>
</tr>
<tr>
<td>EA 4</td>
<td>*</td>
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<tr>
<td>EA 5</td>
<td>*</td>
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<tr>
<td>EA 6</td>
<td>*</td>
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<tr>
<td>EA 7</td>
<td>*</td>
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<tr>
<td>EA 8</td>
<td>*</td>
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<tr>
<td>EA 9</td>
<td>*</td>
</tr>
<tr>
<td>AYA 1</td>
<td>*</td>
</tr>
<tr>
<td>AYA 2</td>
<td>*</td>
</tr>
<tr>
<td>AYA 3</td>
<td>*</td>
</tr>
<tr>
<td>AYA 4</td>
<td>*</td>
</tr>
<tr>
<td>AYA 5</td>
<td>*</td>
</tr>
<tr>
<td>AYA 6</td>
<td>*</td>
</tr>
<tr>
<td>AYA 7</td>
<td>*</td>
</tr>
</tbody>
</table>

Becoming a Complete Professional #2 – Preparatory Courses completed prior to student teaching; the following competencies must be satisfied
Courses in which students must obtain a grade of “C” or better to indicate a level of proficiency consistent with a **satisfactory rating** in this standard.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 201</td>
<td></td>
</tr>
<tr>
<td>PE 214</td>
<td></td>
</tr>
<tr>
<td>PE 217</td>
<td></td>
</tr>
<tr>
<td>PE 266</td>
<td></td>
</tr>
<tr>
<td>PE 302</td>
<td></td>
</tr>
<tr>
<td>PE 310</td>
<td></td>
</tr>
<tr>
<td>PE 366</td>
<td></td>
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<tr>
<td>PE 430</td>
<td></td>
</tr>
<tr>
<td>PE 442</td>
<td></td>
</tr>
<tr>
<td>PE 497</td>
<td></td>
</tr>
<tr>
<td>PE 400</td>
<td></td>
</tr>
</tbody>
</table>

**INTASC #1/IPSB Content #1B** – The teacher understands the concept and content of physical education and the tools of inquiry related to the development of a physically educated person.

<table>
<thead>
<tr>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>(Key concepts, communicated through)</td>
</tr>
<tr>
<td></td>
<td>Course syllabi</td>
</tr>
</tbody>
</table>

Additional indicators tracked through various specified performances within courses:

### Course: PE 201

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is cognizant of his/her professional strengths and weaknesses</td>
<td></td>
<td>Term paper</td>
</tr>
</tbody>
</table>

### Course: PE 214

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands content developmentally and in an integrated fashion</td>
<td></td>
<td>Written Test</td>
</tr>
<tr>
<td>Recognizes typical and atypical growth and development in young children’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course: PE 217

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not (1)</th>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knows about different learning styles and how to use this information to design instruction for all children. (6K) (EC 4K4)</td>
<td>Professor</td>
<td>Post Lesson Reflection Papers, Written Test</td>
</tr>
</tbody>
</table>

### Course: PE 266

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not (1)</th>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understands content developmentally and in an integrated fashion. (1K) (MC 2K5)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Recognizes typical and atypical growth and development in young children’s behavior and performance (2P) (EC 2P5)</td>
<td>Professor</td>
<td>Student Diagnostic Analysis of Motor Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understands learning theories associated with student development (2K) (MC 3K1)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understands concepts, principles, and theories of adolescent and young adult development. (2K) (AYA 1K1)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appropriately selects, uses and interprets a variety of formal and informal assessment techniques (7P) (EC 6P1)</td>
<td>Professor</td>
<td>Student Diagnostic Analysis of Motor Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understand the benefits and limitations of different assessment methods and instruments (7K) (MC 4K3)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses the results of multiple forms of assessment to monitor student progress (7P) (AYA 5P3)</td>
<td>Professor</td>
<td>Student Diagnostic Analysis of Motor Performance</td>
</tr>
</tbody>
</table>
### Course: PE 290

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses a broad and deep knowledge of the content area and standards for teachers of adolescents (1K) (EAG 4K1)</td>
<td>Professor</td>
<td>Written Test, Culminating Reflection Paper</td>
</tr>
<tr>
<td>Understands advantages and limitations associated with various instructional strategies (3K) (EC 4K5)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Understands current research about the learning process and its relationship to teaching (3K) (AYA 5K2)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Knows how to integrate reading, writing, listening, and speaking skills into the discipline (4K) (EAG 4K2)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Understands effective classroom management techniques for children (5K) (MC 3K5)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Knows how to facilitate and motivate learning through a wide variety of materials and resources (5K) (EAG 5K4)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Employs a variety of teaching strategies to meet diverse learning styles and needs (6P) (AYA 5P1)</td>
<td>Professor</td>
<td>Instructor Observation</td>
</tr>
<tr>
<td>Understands individual differences among adolescents and young adults and their impact on behavior/learning. (6K) (EAG 1K2)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Is cognizant of his/her professional strengths and weaknesses (8K) (MC 8K2)</td>
<td>Professor</td>
<td>Culminating Reflection Paper</td>
</tr>
</tbody>
</table>

### Course: PE 302

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporates core knowledge content in class experiences and activities (1P) (EC 1P1)</td>
<td>Professor</td>
<td>Unit Plan, Instructor Analysis of Student Lesson Plans, Culminating Reflection Paper</td>
</tr>
<tr>
<td>Provides students with integrated learning experiences, linking skills, knowledge, and methods. (1P) (AYA 3P6)</td>
<td>Professor</td>
<td>Unit Plan, Instructor Analysis of Student Lesson Plans</td>
</tr>
<tr>
<td>Recognizes typical and atypical growth and development in young children’s behavior and performance. (2P) (EC 2P5)</td>
<td>Professor</td>
<td>Instructor Observation, Culminating Reflection Paper</td>
</tr>
<tr>
<td>Creates experiences/plans that meet individual needs of all children. (3P) (MC 6P3)</td>
<td>Professor</td>
<td>Instructor Analysis of Student Lesson Plans, Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td>Understands advantages and limitations associated with various instructional strategies. (3K) (EC 4K5)</td>
<td>Professor</td>
<td>Student Evaluation Using Systematic Observation Instruments, Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td>Uses effective verbal, nonverbal, and media communication techniques. (4P) (EC 1P5)</td>
<td>Professor</td>
<td>Student Videotape Analysis of Teaching Performance, Post-Lesson Reflection papers</td>
</tr>
<tr>
<td>Promotes positive strategies of conflict resolution and positive social interaction among all young children. (5P) (EC 4P10)</td>
<td>Professor</td>
<td>Instructor Observation, Post-Lesson Reflection Papers, Student Videotape Analysis of Teaching Performance</td>
</tr>
<tr>
<td>Understands effective classroom management techniques for children. (5K) (MC 3K5)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td>Encourages students to understand, question, and interpret ideas from diverse perspectives. (6P) (MC 2P3)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td>Knows about different learning styles and how to use this information to design instruction for all children. (6K) (EC 4K4)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers, Instructor Observation</td>
</tr>
<tr>
<td>Reflects on beliefs and practices, articulates a philosophy and rationale for decisions, and evaluates self. (8P) (EC 7P3)</td>
<td>Professor</td>
<td>Culminating Reflection Paper</td>
</tr>
<tr>
<td>Is cognizant of his/her professional strengths and weaknesses. (8K) (MC 8K2)</td>
<td>Professor</td>
<td>Culminating Reflection Paper</td>
</tr>
<tr>
<td>Establishes and maintains a respectful, effective, professional communication with colleagues and others in the school. (9P) (MC 5P2)</td>
<td>Professor</td>
<td>Instructor Observation</td>
</tr>
<tr>
<td>Understands cultural diversity and its impact on education. (9K) (EC 5K3)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers</td>
</tr>
</tbody>
</table>
## Course: PE 310

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meet (2)</th>
<th>Does Not (1)</th>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Possesses a broad and deep knowledge of the content area and standards for teachers of adolescents (1K) (EAG 4K1)</td>
<td>Professor</td>
<td>Unit Plan, Culminating Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates positive classroom environments where developmental differences are respected and supported. (2P) (EAG 1P2)</td>
<td>Professor</td>
<td>Instructor Observation, Culminating Reflection Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses a variety of strategies and resources that are motivational and appropriate for young adolescents. (3P) (EAG 5P1)</td>
<td>Professor</td>
<td>Instructor Analysis of Student Lesson Plans, Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helps students develop into competent problem solvers and critical thinkers. (4P) (AYA 3P1)</td>
<td>Professor</td>
<td>Student Videotape Analysis of Teaching Performance, Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates a climate based on high expectations and maximizes student learning through high levels of involvement. (5P) (AYA 3P13)</td>
<td>Professor</td>
<td>Instructor Observation, Student Videotape Analysis of Teaching Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Knows how to facilitate and motivate learning through a wide variety of materials and resources. (5K) (EAG 5K4)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Employs a variety of teaching strategies to meet diverse learning styles and needs. (6P) (AYA 5P1)</td>
<td>Professor</td>
<td>Instructor Observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Uses the results of multiple forms of assessment to monitor student progress. (7P) (AYA 5P3)</td>
<td>Professor</td>
<td>Student Evaluation Using Systematic Observation Instruments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teams with colleagues to develop interdisciplinary curriculum and instruction. (9P) (EAG 9P2)</td>
<td>Professor</td>
<td>Post-Lesson Reflection Papers</td>
</tr>
</tbody>
</table>
### Course: PE 366

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Assessor</td>
<td>Evidence</td>
</tr>
<tr>
<td>Understands current research about the learning process and its relationship to teaching. (3K) (AYA 5K2)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
</tbody>
</table>

### Course: PE 430

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Assessor</td>
<td>Evidence</td>
</tr>
<tr>
<td>Knows how to locate research information to provide for a successful class environment. (8K) (AYA 5K1)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
</tbody>
</table>

### Course: PE 442

<table>
<thead>
<tr>
<th>Exceeds (3)</th>
<th>Meets (2)</th>
<th>Does Not (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators</td>
<td>Assessor</td>
<td>Evidence</td>
</tr>
<tr>
<td>Appropriately selects, uses, and interprets a variety of formal and informal assessment techniques. (7P) (EC 6P1)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Understands and benefits and limitations of different assessment methods and instruments. (7K) (MC 4K3)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
<tr>
<td>Knows how to use different assessment methods to evaluate instruction. (7K) (EAG 5K2)</td>
<td>Professor</td>
<td>Written Test</td>
</tr>
</tbody>
</table>
### Course: PE 497

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes typical and atypical growth and development in young children’s behavior and performance. (2P) (EC 2P5)</td>
<td>Professor</td>
<td>Culminating Reflection Paper</td>
</tr>
</tbody>
</table>

### Course: PE 400

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessor</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possesses a broad and deep knowledge of the content area and standards for teachers of adolescents (1K) (EAG 4K1)</td>
<td>Professor</td>
<td>Unit Plan, Portfolio (i.e., Culminating Reflection Paper)</td>
</tr>
<tr>
<td>Creates positive classroom environments where developmental differences are respected and supported. (2P) (EAG 1P2)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Uses a variety of strategies and resources that are motivational and appropriate for young adolescents. (3P) (EAG 5P1)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Helps students develop into competent problem solvers and critical thinkers. (4P) (AYA 3P1)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Creates a climate based on high expectations and maximizes student learning through high levels of involvement. (5P) (AYA 3P13)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Knows how to facilitate and motivate learning through a wide variety of materials and resources. (5K) (EAG 5K4)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Employs a variety of teaching strategies to meet diverse learning styles and needs. (6P) (AYA 5P1)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Uses the results of multiple forms of assessment to monitor student progress. (7P) (AYA 5P3)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Knows about different learning styles and how to use this information to design instruction</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Reflects on beliefs and practices, articulates a philosophy and rationale for decisions, and evaluates self. (8P) (EC 7P3)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Is cognizant of his/her professional strengths and weaknesses. (8K) (MC 8K2)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Establishes and maintains a respectful, effective, professional communication with colleagues and others in the school. (9P) (MC 5P2)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
<tr>
<td>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (10P)</td>
<td>Professor</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>
### C. Assessment Data Section

1. Provide aggregated program assessment data for the last three years. Use the following chart format for presentation of information for each assessment to be reviewed.

#### Assessment Data Document

**Program Name:** All Grade Physical Education

<table>
<thead>
<tr>
<th>Element Assessed</th>
<th>Describe the Assessment Activity</th>
<th>When is it assessed?</th>
<th>Title of the Instrument or Rubric (Attach copies)</th>
<th>Aggregated Summary Data for last 3 years</th>
<th>Curriculum/Program/Unit operations modifications made based on this data</th>
<th>Content Standards addressed by this Assessment Activity (Be consistent with #B Standards Matrix)</th>
</tr>
</thead>
</table>
| **Content Knowledge for Teacher Candidates** | 1) Praxis II (required of programs where state requires test) | Prior to Student Teaching | Praxis II results | 2006 Pass Rate=93%
N=14 | Tutoring session implemented in methods courses | DNA |
| | | | | 2007 Pass rate=89%
N=19 | | |
| | 2) PE 266 | BCP 1 | Course grade | PE 266
N=130
A=32
B=51
C=26
D=9
F=12 | Feedback provided to PE Faculty | 1, 2, 3 |
| | 3) PE 366 | BCP 2 | | PE 366
N=107
A=34
B=32
C=26
D=4
F=9
Incomplete Grade =2 | No modifications made | |
| **Pedagogical Content knowledge for Teachers** | One assessment activity required: Lesson Plan assessment for PE 302 | BCP2 | Lesson Plan Rubric | 2006-08
*Avg = 2.69
N=42 | Feedback to faculty | Modification will include lesson plans changes such as including assessment components and inclusion of all |
| | | | | 2008 Fall to present (due to modifications) | | |

---

User 5/20/09 11:07 AM

Comment [1]: Add grades not N
<table>
<thead>
<tr>
<th>Professional and Pedagogical knowledge and skills for teacher candidates</th>
<th>Student Teaching evaluation</th>
<th>University Supervisor Observation Form</th>
<th>2007 data was not used because host teacher evaluation was submitted rather than university supervisor</th>
<th>Feedback to PE faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>During student teaching</td>
<td></td>
<td>2008</td>
<td>Modifications in 2009 to include reporting of Standards 9 and 10 also</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N=11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 2 mean= 2.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 3 mean= 2.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 4 mean= 2.79</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Standard 6 mean= 2.86</td>
<td></td>
</tr>
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<td></td>
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<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>N=18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 2 mean= 2.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E=8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M=10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>D=0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 3 mean= 2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>E=5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M=13</td>
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<td>D=0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 4 mean= 2.6</td>
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<td></td>
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<td>E=10</td>
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<td></td>
<td>M=8</td>
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</tr>
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<td></td>
<td>D=0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 9 mean= 2.7</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 10 mean= 2.4</td>
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</tr>
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<td></td>
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<td>M=10</td>
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E=14
M=11
D= 0

*Avg = 2.56
(N= 25)

students in physical education

2, 3, 4, 6, 9, 10
<table>
<thead>
<tr>
<th>Student Learning for teacher candidates</th>
<th>One Assessment activity required:</th>
<th>During Student Teaching</th>
<th>Portfolio Rubric</th>
<th>2006-07</th>
<th>Feedback to PE faculty</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Results of student reflections in the portfolio</td>
<td></td>
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<td>Modifications in 2009 to include reporting of</td>
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<tr>
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<td>P=6</td>
<td>Standard 8 also</td>
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<td>S=2</td>
<td>E=12</td>
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<td>U=0</td>
<td>M=4</td>
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</tr>
<tr>
<td></td>
<td></td>
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<td>S=3</td>
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<td>M=3</td>
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<td>P=4</td>
<td>D=0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S=4</td>
<td>E=10</td>
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<td>E=12</td>
<td>1, 5, 7</td>
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<td>E=15</td>
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<td>D=0</td>
<td>M=3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Standard 5)</td>
<td>E=10</td>
<td>D=0</td>
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<td></td>
<td>M=3</td>
<td>E=13</td>
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<td>Standard 7</td>
<td>mean=2.8</td>
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<td>M=4</td>
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<td></td>
<td>D=0</td>
<td>D=0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Standard 5</td>
<td>mean=2.8</td>
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<td></td>
<td>E=15</td>
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<td></td>
<td>M=3</td>
<td>M=5</td>
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<td></td>
<td></td>
<td>D=0</td>
<td>D=0</td>
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<td></td>
<td></td>
<td>Standard 7 mean</td>
<td>mean=2.7</td>
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<td></td>
<td></td>
<td>E=13</td>
<td>E=14</td>
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<td></td>
<td></td>
<td></td>
<td>M=5</td>
<td>M=4</td>
</tr>
</tbody>
</table>
*The unit has adopted and approved Exceeds Expectations equals 3 points, Meets Expectations equals 2 points, and Does Not Meet Expectations equals 1 point. Average scores in the above were calculated based on those point values.

NOTE:
Data for content knowledge for teacher candidates shows that student numbers are different between PE 266 (BCP I), PE 366 (BCP II), and PE 302 (BCP II). PE 302 numbers are lower due to the fact that a passing score for Praxis I is required for PE 302 enrollment.

b. **IMPORTANT**: To maintain privacy of candidates do not submit data linked to specific candidate names or ID numbers.

2. Submit assessment instruments and/or scoring guides/rubrics for assessments included on the assessment data descriptions.

University Supervisor Observation Form can be located by using this web link.
http://www1.indstate.edu/coe/ess/studentteaching.htm
### Physical Education Lesson Plan Rubric (PE 302)

<table>
<thead>
<tr>
<th>Lesson Plan Rubric</th>
<th>Exceeds (3 pts)</th>
<th>Meets (2 pts)</th>
<th>Does not meet (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards (10, 11%)</strong></td>
<td>Identifies 3 standards which connect to the lesson content</td>
<td>Identifies 1 or 2 standards which connect to the lesson content</td>
<td>Identifies 1 or 2 standards which do not connect with the lesson content</td>
</tr>
<tr>
<td><strong>Introduction, Equipment, Purpose (10, 11%)</strong></td>
<td>Provides well documented information</td>
<td>Provides adequate information</td>
<td>Provides partially complete information</td>
</tr>
<tr>
<td><strong>Behavioral Objectives (10, 11%)</strong></td>
<td>Completes all objectives (behavior, condition, criteria)</td>
<td>Completes most objectives (behavior, condition, criteria)</td>
<td>Completes few objectives (behavior, condition, criteria)</td>
</tr>
<tr>
<td><strong>Skill Progressions (10, 11%)</strong></td>
<td>Provides thorough description of level, appropriate cues, clear organization, and/or accurate skill or concept mechanics</td>
<td>Provides adequate description of level, mostly appropriate cues, adequate organization, and/or adequate skill or concept mechanics</td>
<td>Provides incomplete description of level, inadequate cues, ambiguous organization, and/or incomplete mechanics</td>
</tr>
<tr>
<td><strong>Skill Progressions (10, 11%)</strong></td>
<td>Provides thorough description of level, appropriate cues, clear organization, and/or accurate skill or concept mechanics</td>
<td>Provides adequate description of level, mostly appropriate cues, adequate organization, and/or adequate skill or concept mechanics</td>
<td>Provides incomplete description of level, inadequate cues, ambiguous organization, and/or incomplete mechanics</td>
</tr>
<tr>
<td><strong>Skill Progressions (10, 11%)</strong></td>
<td>Provides thorough description of level, appropriate cues, clear organization, and/or accurate skill or concept mechanics</td>
<td>Provides adequate description of level, mostly appropriate cues, adequate organization, and/or adequate skill or concept mechanics</td>
<td>Provides incomplete description of level, inadequate cues, ambiguous organization, and/or incomplete mechanics</td>
</tr>
<tr>
<td><strong>Closure and Checking for Understanding (10, 11%)</strong></td>
<td>Indicates thorough summarization of lesson and/or checking for understanding</td>
<td>Indicates adequate summarization of lesson and/or checking for understanding</td>
<td>Indicates incomplete summarization of lesson and/or checking for understanding</td>
</tr>
<tr>
<td><strong>Overall Presentation (10, 11%)</strong></td>
<td>Presents a lesson plan with an occasional grammar and mechanics errors</td>
<td>Presents a lesson plan with few grammar and mechanics errors</td>
<td>Presents a lesson plan with many grammar and mechanics errors and lacks clarity</td>
</tr>
</tbody>
</table>
# PE ALL Grade Lesson Plan Rubric

## Objective (motor)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Includes behavior, condition and criteria is written in one flowing sentence</td>
<td>1</td>
</tr>
</tbody>
</table>

NA  

Comments: Rich formatting >>

## Objective (cognitive)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Includes behavior, condition and criteria is written in one flowing sentence</td>
<td>1</td>
</tr>
</tbody>
</table>

NA  

Comments: Rich formatting >>

## Objective (affective)

<table>
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<th>Criterion</th>
<th>Performance Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Includes behavior, condition and criteria is written in one flowing sentence</td>
<td>1</td>
</tr>
</tbody>
</table>

NA  

Comments: Rich formatting >>
### Standard(s)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
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<tr>
<td>Benchmarks listed Standards are appropriate and consistent for grade level</td>
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</tr>
</tbody>
</table>

NA  

**Total Score:** 

**Comments:** Rich formatting >>

### Basic Information Included

<table>
<thead>
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<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Name, date, age/grade Lesson Focus/ Sources listed Safety Considerations listed</td>
<td>2</td>
</tr>
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</table>

NA  

**Total Score:** 

**Comments:** Rich formatting >>

### Equipment Needed

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>A list of all equipment needs listed (including items used for organizational arrangement ex. colors for boundaries) Equipment list includes the number of items needed, colors, size, etc</td>
<td>1</td>
</tr>
</tbody>
</table>

NA  

**Total Score:** 

**Comments:** Rich formatting >>
### Time

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
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</thead>
<tbody>
<tr>
<td>Within activity in less than 3 minutes</td>
<td></td>
</tr>
<tr>
<td>Time estimates included throughout plan add up to 40 minutes</td>
<td></td>
</tr>
<tr>
<td>Instruction and student practice times are separated</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** [Blank]

**Comments:** Rich formatting >>

### Progression of Instruction: Set Induction to Closure, all tasks/activities

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should include all tasks and specific questions (set induction to closure, all tasks/activities)</td>
<td></td>
</tr>
<tr>
<td>Progressions must be clear and complete</td>
<td></td>
</tr>
<tr>
<td>Demonstrations are clearly stated within lesson plan</td>
<td></td>
</tr>
<tr>
<td>Extensions, cues and challenges/ application</td>
<td></td>
</tr>
<tr>
<td>Tasks must be in your lesson plan</td>
<td></td>
</tr>
<tr>
<td>Activities are matched to the lesson objectives. Closure</td>
<td></td>
</tr>
<tr>
<td>Involves students</td>
<td></td>
</tr>
<tr>
<td>NA</td>
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**Total Score:** [Blank]

**Comments:** Rich formatting >>
### Assessment

<table>
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<th>Performance Rating</th>
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<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Should have specific questions listed in at least 2 places other than closure. Questions should relate to learning cues and organization of tasks.</td>
<td>□ 2</td>
</tr>
<tr>
<td>NA</td>
<td>Total Score:</td>
</tr>
</tbody>
</table>

**Comments:** Rich formatting

### Organizational Arrangements

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<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Plan for transitions (people, space, time and equipment) throughout. Planning especially for how students will get in and out of groups, get and put away equipment, set up space and return equipment, etc.</td>
<td>□ 3</td>
</tr>
<tr>
<td>NA</td>
<td>Total Score:</td>
</tr>
<tr>
<td>Learning Focus Items</td>
<td>Performance Rating</td>
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<tr>
<td>---------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>Listed for each task focus</td>
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<tr>
<td>Few in #</td>
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<td>Accurate</td>
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<table>
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<tbody>
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<td><strong>Criterion</strong></td>
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</tr>
<tr>
<td>Plan includes adaptation for high skilled learner</td>
<td>1</td>
</tr>
<tr>
<td>Plan includes adaptation for low skilled learner</td>
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</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score:</strong></td>
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<tr>
<td><strong>Comments:</strong></td>
<td>Rich formatting &gt;&gt;</td>
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</table>
### Activities in the Unit

#### Content Knowledge (1, 11%)

<table>
<thead>
<tr>
<th>Attained</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does not Meet Expectations (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element.</td>
<td>The report element, including the description of what was done and the explanation of why it was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element.</td>
<td>The report element provides inadequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. Or the presentation of evidence does not communicate professionalism.</td>
</tr>
</tbody>
</table>

#### Accommodation of Learner Development (1, 11%)

<table>
<thead>
<tr>
<th>Attained</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does not Meet Expectations (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
The presentation of that evidence communicates thoroughgoing professionalism.

### Accommodation of Learner Diversity (1, 11%) INTASC-3

The report element, including the description of what was done and the explanation of why it was done, provides evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.

### Instructional Variety (1, 11%) INTASC-4

The report element, including the description of what was done and the explanation of why it was done, provides evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.

The report element provides inadequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. Or the presentation of evidence does not communicate professionalism.
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.</td>
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</tr>
<tr>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
</tr>
<tr>
<td>add comment</td>
<td>add comment</td>
<td>add comment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication to Foster Active Inquiry and Collaboration (1, 11%)</th>
<th>Communication to Foster Active Inquiry and Collaboration (1, 11%)</th>
<th>Communication to Foster Active Inquiry and Collaboration (1, 11%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.</td>
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</tr>
<tr>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
</tr>
<tr>
<td>add comment</td>
<td>add comment</td>
<td>add comment</td>
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</table>

<table>
<thead>
<tr>
<th>Planning Instruction to Meet Curriculum</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.</td>
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</tr>
<tr>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
<td>Exceeds Expectations...</td>
</tr>
<tr>
<td>add comment</td>
<td>add comment</td>
<td>add comment</td>
</tr>
</tbody>
</table>
**Goals (1, 11%)**

### INTASC-7

<table>
<thead>
<tr>
<th>What was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element.</th>
<th>Exceeds Expectations...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation of that evidence communicates thoroughgoing professionalism.</td>
<td>add comment</td>
</tr>
</tbody>
</table>

### Fostering Relationships with Colleagues and Community to Promote Student Learning and Well-Being (1, 11%)

### INTASC-10

<table>
<thead>
<tr>
<th>What was done and the explanation of why it was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element.</th>
<th>Exceeds Expectations...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation of that evidence communicates professionalism.</td>
<td>add comment</td>
</tr>
</tbody>
</table>

### Summary Rating (1, 11%)

<table>
<thead>
<tr>
<th>What was done and the explanation of why it was done, provides adequate instruction</th>
<th>Exceeds Expectations...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation of that evidence communicates thoroughgoing professionalism.</td>
<td>add comment</td>
</tr>
</tbody>
</table>
impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. Or the presentation of evidence does not communicate thoroughgoing professionalism. The presentation of that evidence communicates professionalism.

INTASC.1 STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC.2 STANDARD: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

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INTASC.10 STANDARD: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

NETS-T.2 STANDARD: Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

NETS-T.3 STANDARD: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning. Teachers:
NETS-T.4 STANDARD: Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

NETS-T.5 STANDARD: Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice. Teachers:

NETS-T.6 STANDARD: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

Assessment in the Unit

<table>
<thead>
<tr>
<th>Accommodation of Learner Diversity (1, 33%) INTASC-3</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does not meet Expectations (1 pt)</th>
<th>Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.</td>
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<td>Set all to...</td>
<td></td>
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Assessment of Learning (1, 33%) INTASC-8

The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism. The report element provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. The presentation of that evidence communicates professionalism.
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Summary Rating (1, 33%)

The report element provides inadequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. The presentation of that evidence does not communicate professionalism.

INTASC.1 STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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INTASC.9 STANDARD: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC.10 STANDARD: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Organization of the Unit

**Organization of the Unit**

<table>
<thead>
<tr>
<th>Content Knowledge (1, 20%)</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
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<td>Exceeds Expectations...</td>
<td>add comment</td>
</tr>
</tbody>
</table>

40
communicates thoroughgoing professionalism.

**Accommodation of Learner Development (1, 20%)**

The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.

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**Exceeds Expectations...**

add comment

**Accommodation of Learner Diversity (1, 20%)**

The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.

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**Exceeds Expectations...**

add comment

**Creating a Positive**

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**Exceeds Expectations...**

add comment
**Environment for Engagement in Learning (1, 20%)**

INTASC-5

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The presentation of that evidence communicates thoroughgoing professionalism.

**Summary**

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**Rating (1, 20%)**

The report element provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. The presentation of that evidence communicates professionalism.

15 pts | 100 %

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Evaluation of the Effectiveness of the Unit

The report element, including the description of what was done and the explanation of why it was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. Or the presentation of
Reflection (1, 33%) The report element, including the description of what was done and the explanation of why it was done, provides evidence that the student teacher has outstanding abilities in the aspects of instruction related to the element. The presentation of that evidence communicates thoroughgoing professionalism.

INTASC-9 The report element, including the description of what was done and the explanation of why it was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to the element. The presentation of that evidence communicates professionalism.

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**Rating of the Report as a Whole**

<table>
<thead>
<tr>
<th>Rating of the Report as a Whole</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does Not Meet Expectations (1 pt)</th>
<th>Attained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations (3 pts)</td>
<td>The report as a whole provides adequate evidence that the student teacher has</td>
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<td>The report as a whole provides inadequate evidence that the student teacher has</td>
<td>Set all to...</td>
</tr>
<tr>
<td>Meets Expectations (2 pts)</td>
<td>The report as a whole provides adequate evidence that the student teacher has</td>
<td>The report as a whole provides inadequate evidence that the student teacher has</td>
<td></td>
<td>Exceeds Expectations (3 pts)</td>
</tr>
<tr>
<td>Does Not Meet Expectations (1 pt)</td>
<td>The report as a whole provides inadequate evidence that the student teacher has</td>
<td></td>
<td></td>
<td>Add comment</td>
</tr>
</tbody>
</table>

The report as a whole, including the description of what was done and the explanation of why it student teacher has

45
was done, provides impressive evidence that the student teacher has outstanding abilities in the aspects of instruction related to all four elements rated. The presentation of that evidence communicates thoroughgoing professionalism.

was done, provides adequate evidence that the student teacher has satisfactory abilities in the aspects of instruction related to all four elements rated. The presentation of that evidence communicates professionalism.

satisfactory abilities in the aspects of instruction related to all four elements rated. Or the presentation of evidence does not communicate professionalism.

Other comments:

See comments on Unit Report

Reporting Type: Official
3. Submit a description (narrative or bulleted format) of how data have been used for specific program changes over the past 3 years. This information may be contained in a “history of change” document.

B3. History of Change:

2008
- Department has added three new tenure track faculty members over the past 3 years.
- We now have a tenure track faculty member teaching the assessment course.
- Lesson plan formats have changed to include an assessment component.
- Lesson plan formats will change to include inclusion of all students in physical education.
- Steps have been made to better document student disposition through classroom observation assessment.
- Adapted physical education standards are being infused throughout curriculum to meet student inclusion practices.
- There was a course name change for CIMT 402 to PE 400.

2009
- Data on dispositions is being collected at two intervals for our program during a methods course and student teaching: PE 290 and PE 400. Data also collected through EPSY 202 at midpoint.
- Discussion occurred extensively regarding reducing the number of hours in the program while still meeting standards, offering quality learning experiences, and keeping the integrity intact.
- Reduced program hours will allow students flexibility to pursue a second major or discipline related interest such as coaching or strength and conditioning minors.
- Lesson plan formats have changed to include an inclusion component to accommodate the need of students with special needs.
- The faculty needs to discuss a rotation schedule of data collection. Collecting comprehensive information each year is overwhelming.

4. Submit a summary statement about what your unit has learned relative to your understanding of the aggregated content program assessment data.

2008
- Physical Education Teacher Education candidates were mostly successful at meeting standards.
- During BCP III our students appear to be very well qualified, as they are meeting program expectations at 100%.
- Based on aggregated data, student teachers demonstrated a weakness when assessing student learning. To improve the situation we will try the following changes:
  1) Assessment course has been modified to better address assessing student learning.
  2) Lesson plans/rubrics will be revised to incorporate assessment components for student learning.
  3) Program field experience courses will provide assessment projects.

2009
- Lesson plan format rubrics were revised to include an assessment component.
- The assessment course has been modified.
• Physical Education Teacher Education candidates were successful at meeting standards.
• An assessment project was added to a field experience.
• Program credit hours will be reduced beginning Fall 2009 and has been approved by Department faculty and through the campus curricular revision process.
• Upon review of the program data, we determined that PE 400 assessed multiple standards which were not reflected in our report. Beginning Spring, 2008, we now include standards 8, 9, and 10 (collected in PE 400) in our program report.

D. Faculty Section

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Highest Degree Attained</th>
<th>Area(s) of Specialization</th>
<th>Courses Taught in Program</th>
<th>Additional Responsibility in Program</th>
<th>Years of P-12 Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ozmun</td>
<td>PED</td>
<td>Mot Dev/Adapted</td>
<td>PE 266</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Molly Hare</td>
<td>PhD</td>
<td>Pedagogy</td>
<td>PE 214, 302, 400, 430, 497</td>
<td>Student Teaching Supervision, Advisement</td>
<td>8</td>
</tr>
<tr>
<td>Jolynn Kuhlman</td>
<td>PhD</td>
<td>Motor Learning</td>
<td>PE 366</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Myung-Ah Lee</td>
<td>PhD</td>
<td>Pedagogy</td>
<td>PE 217, 348, 310, 400</td>
<td>Student Teaching Supervision, Advisement</td>
<td>3</td>
</tr>
<tr>
<td>Susan Hagood</td>
<td>PhD</td>
<td>Pedagogy</td>
<td>PE 212, 290, 348, 400</td>
<td>Student Teaching supervision, Advisement</td>
<td>8</td>
</tr>
<tr>
<td>Nancy Cummins</td>
<td>BS</td>
<td>Pedagogy</td>
<td>PE 201, 211, 216</td>
<td>Student Teaching Supervision</td>
<td>6</td>
</tr>
<tr>
<td>Teresa McCullough</td>
<td>MS</td>
<td>Dance</td>
<td>PE 213</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Jeffrey Edwards</td>
<td>PhD</td>
<td>Ex Physiology</td>
<td>PE 220</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Alfred Finch</td>
<td>PhD</td>
<td>Biomechanics</td>
<td>PE 380</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Jeffrey Tincher</td>
<td>PhD</td>
<td>Ex Science</td>
<td>PE 442</td>
<td>Advisement</td>
<td>3</td>
</tr>
<tr>
<td>Thomas Nesser</td>
<td>PhD</td>
<td>Ex Physiology</td>
<td>PE 381</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Rebecca Zakrjsek</td>
<td>PhD</td>
<td>Sport Psychology</td>
<td>PE 466</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
NOTE:
a. Although terminal degrees are preferable, there is no required percentage of faculty with terminal degrees.
b. Similarly, although P-12 experience is preferable, there is no required percentage of faculty with such experience.
c. Submission of faculty vitae is not required for program review.

Submit all program review documents to:

(The online submission process to be explained at time of submission.)
Content Area Program Review Worksheet

Name of Reviewer: _____________________ Submission Date: ____________________

Program Reviewed: _____________________ Institution Name: ____________________
___________________________________________________________________________

DIRECTIONS: Below you will find evaluative statements to guide your judgments regarding the adequacy of the content area program you are reviewing. Please read each statement carefully to make your determinations.

1. To what degree are the state content standards adequately addressed within this program?
   ____ Great degree  All standards are addressed multiple times in multiple courses.
   ____ Moderate degree  All standards are addressed, but may not be covered in more than one course.
   ____ Minimal degree  Some standards are addressed within courses.
   ____ Not evident  No standards are addressed within courses.

2. Which, if any, content standards are not sufficiently addressed in the program?
   Comments/Rationale:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. To what degree are the state content standards adequately assessed within this program?
   ____ Great degree  All standards are assessed multiple times in multiple courses.
   ____ Moderate degree  All standards are assessed, but may not be covered in more than one course.
   ____ Minimal degree  Some standards are assessed within courses.
   ____ Not evident  No standards are assessed within courses.

4. Which, if any, content standards are not assessed in the program?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. To what degree does the program prepare candidates in pedagogical content?

___ Great degree  Course work prepares candidates very well in these areas.
___ Moderate degree  Course work prepares candidates moderately well in these areas.
___ Minimal degree  Course work insufficiently prepares candidates in these areas.
___ Not evident  Course work does not prepare candidates in these areas.

6. To what degree does the program prepare candidates in professional and pedagogical knowledge and skills?

___ Great degree  Course work prepares candidates very well in these areas.
___ Moderate degree  Course work prepares candidates moderately well in these areas.
___ Minimal degree  Course work insufficiently prepares candidates in these areas.
___ Not evident  Course work does not prepare candidates in these areas.

7. How effectively does the coursework provide a candidate the content needed to impact P-12 student learning as it relates to the Indiana Academic Standards?

___ Highly effective  Course work prepares candidates very well to impact P-12 student learning as related to the Indiana Academic Standards.
___ Moderately effective  Course work prepares candidates moderately well to impact P-12 student learning as related to the Indiana Academic Standards.
___ Somewhat effective  Course work prepares candidates insufficiently to impact P-12 student learning as related to the Indiana Academic Standards.
___ Not effective  Course work does not prepare candidates to impact P-12 student learning as related to the Indiana Academic Standards.

Rationale:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


8. Do the program assessment data summaries indicate that the program completers are well qualified to teach the content to P-12 students?

____ Very well qualified  Data indicate that at least 90% of the candidates meet all of the assessment expectations of the program.
____ Well qualified  Data indicate that at least 80% of the candidates meet all of the assessment expectations of the program.
____ Somewhat qualified  Data indicate that at least 70% of candidates meet all of the assessment expectations of the program.
____ Not well qualified  Data indicate that 69% or fewer candidates meet all of the assessment expectations of the program.

Rationale:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

9. Does the program offer a variety of field experiences for candidates?

____ YES  ____ NO

Rationale:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

10. Are program faculty adequately trained in the content field?

____ YES  ____ NO

If no, please explain:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

* * * * * * * * * * * * * * * * * *

Now that you have reviewed the data presented by the educator preparation program for this content area, do you have additional comments to share with the program faculty?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Next Steps

A. All documents will be forwarded to three expert program reviewers for scoring on the assigned rubric. The reports will be returned to DPS for comparison of reviewer results.

B. The program reports will be reviewed and approval determined by the IDOE/DPS. Then the reports will be sent to the unit head within 30 days after TEC review with an accompanying letter denoting approval status.

C. **If the program does not meet expectations, it must be re-submitted with changes to those areas within the document(s) deemed insufficient. The program must be approved by the DPS prior to the institution’s next accreditation visit or the program will no longer be approved by the state.**

D. In the event that a program is not approved by the time of the accreditation visit, an Area for Improvement under Standard 1 may be cited by the BOE team at the institution’s next NCATE visit.
Program Report for the Initial Preparation of Physical Education Teachers
Option A American Alliance for Health, Physical Education, Recreation, &
Dance/National Association for Sport and Physical Education (NASPE) (2008 Standards)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
Indiana State University

2. City/State
Terre Haute, IN

3. Date submitted
03/15/2011

4. Report Compiler's Information:
Name: Myung-Ah Lee
Phone: Ext.
(812) 237-4008
E-mail: Myung-Ah.Lee@indstate.edu

5. NCATE Coordinator's Information:
Name: Myung-Ah Lee
Phone: Ext.
(812) 237-4008
E-mail: Myung-Ah.Lee@indstate.edu

6. Name of institution's program
Physical Education All-Grade

7. NCATE Category
Physical Education-First Teaching License

8. Grade levels(1) for which candidates are being prepared
P-12

(1) e.g. K-6, K-12, 7-12

9. Program Type
First teaching license

10. Degree
Baccalaureate
Post Baccalaureate
11. Is this program offered at more than one site?
☐ Yes
☐ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Physical Education All Grades

14. Program report status:
☐ First Submission for review
☐ Response to National Recognition With Conditions
☐ Response to One of the Following Decisions: Further Development Required or Recognition with Probation

15. State Licensure requirement for national recognition:
If using Praxis as your state licensure exam for PETE, the appropriate, preferred form is Praxis 0091, Physical Education Content Exam. If your state requires the combined Health and Physical Education Praxis exam, that will be acceptable.

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
☐ Yes
☐ No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards. (Response limited to 4,000 characters)
None

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

PE 201 (Introduction of Kinesiology): 3 hours of observation experiences for the job shadowing are required
ELED 225 (Elementary School Community): 10 hours of observation and teaching experiences in elementary schools are required
PE 302 (Teaching Elementary Physical Education): 15 hours of observation and teaching experiences in elementary schools are required
PE 310 (Teaching Secondary Physical Education): 15 hours of observation and teaching experiences are required in middle school and high school are required
CIMT 301 & 302 (Teaching I & II): 10 hours of observation and teaching experiences are required
PE 400 (Integrated Teaching Unit) & CIMT 401 (Student Teaching): Total 16 weeks of field experience is required (8 weeks for elementary school and 8 week for either middle school or high school)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Physical Education All Grade Curriculum Sheet
See Attachments panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, master's initial licensure) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:
NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Molly Hare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Pedagogical Kinesiology, University of Illinois</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teacher Education faculty member, Academic Advisor, field supervisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Indiana Association for Health, Physical Education, Recreation and Dance (IAHPERD): President-Elect, President, Past President, Conference Management Team, Executive Committee, Regional Workshop Committee, Finance Council; American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD): Indiana Member Delegate, Local Arrangements Committee, Technology Co-Chair for LAC,</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Seven years teaching in the elementary and middle school levels in physical education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Myung-Ah Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. Physical Education Teacher Education Ohio State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teacher Education faculty member, Academic Advisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>11 years of teaching experience at college level 3 years of teaching experience at middle school level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Jeffrey E. Edwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. Exercise Physiology, INDIANA UNIVERSITY, Bloomington</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Jolynn S. Kuhlman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D. Motor Behavior and Sport Psychology, The University of Tennessee</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Graduate Program coordinator, Teacher education, exercise science and coaching education faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools(9)</td>
<td>3 yrs. at the middle school level/ 9 years at high school level/ 24 yrs. at the university level</td>
</tr>
</tbody>
</table>

| Faculty Member Name | Rebecca Zakrajsek |
| Highest Degree, Field, & University(3) | Ph.D. West Virginia University, Exercise and Sport Psychology |
| Assignment: Indicate the role of the faculty member(4) | Faculty Coordinator of Coaching Education |
| Faculty Rank(5) | Assistant Professor |
| Tenure Track | YES |

| Teaching or other professional experience in P-12 schools(9) | None |

| Faculty Member Name | Derek Kingsley |
| Highest Degree, Field, & University(3) | Ph.D., 2009 The Florida State University |
| Assignment: Indicate the role of the faculty member(4) | Faculty |
| Faculty Rank(5) | Assistant Professor |
| Tenure Track | YES |

| Teaching or other professional experience in P-12 schools(9) | None |

| Faculty Member Name | Nancy P. Cummins |
| Highest Degree, Field, & University(3) | BS in Physical Education from Indiana University |
| Assignment: Indicate the role of the faculty member(4) | Instructor |
| Faculty Rank(5) | Instructor |
| Tenure Track | YES |

| Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8) | Terre Haute City Parks Board member |
| Teaching or other professional experience in P-12 schools(9) | 6 yrs. at the middle school level/ 22 yrs. at the university level |

| Faculty Member Name | Teresa McCullough |
| Highest Degree, Field, & University(3) | MA in Communications with a Theater Concentration |
| Assignment: Indicate the role of the faculty member(4) | Dance Minor Advisor/Coordinator |
| Faculty Rank(5) | Instructor |
| Tenure Track | YES |
SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards elements. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Assessment #1: Licensure assessment, or other content-based assessment (required)</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRAXIS II</td>
<td>State licensure test</td>
<td>Completion of the program</td>
<td></td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in physical education (required)</td>
<td>FITNESSGRAM Test</td>
<td>Performance based skills and fitness tests</td>
<td>PE 211, PE 212, PE 213, PE 214, PE 217</td>
</tr>
<tr>
<td></td>
<td>Fundamental Movement Skills Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Grades in Activity-Based Physical Education Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson Planning Assessment</td>
<td>Rubric assessment</td>
<td>PE 290, PE 310</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Student teaching evaluation</td>
<td>Rubric assessment</td>
<td>During student teaching (i.e., PE 400 &amp; CIMT 401)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #4: Internship or clinical experiences (required)</td>
<td>Work Sample Evaluation</td>
<td>Portfolio Rubric assessment</td>
<td>During student teaching (i.e., PE 400 &amp; CIMT 401)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
<td>Disposition</td>
<td>Rubric assessment</td>
<td>PE 201, PE 290, PE 310, PE 400 (i.e., student teaching)</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each AAHPERD/NASPE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AAHPERD/NASPE standards.

1. **Standard 1: Scientific and Theoretical Knowledge**
   Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals

   1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.  

   1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.  

   1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.  

   1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.  

   1.5 Analyze and correct critical elements of motor skills and performance concepts.

2. **Standard 2: Skill-Based and Fitness Based Competence***
   Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

   2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.  

   2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.

   2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

3. **Standard 3: Planning and Implementation**
   Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

   3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards. 

3.3 Design and implement content that is aligned with lesson objectives. 

3.4 Plan for and manage resources to provide active, fair and equitable learning experiences. 

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. 

3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. 

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. 

4. Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats. 

4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences. 

4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation. 

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses. 

4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment. 

4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment. 

5. Standard 5: Impact on Student Learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives. 

5.2 Use appropriate assessments to evaluate student learning before, during and after instruction. 

5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions. 

Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals. 

6.2 Participate in activities that enhance collaboration and lead to professional growth and development. 

6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. 

6.4 Communicate in ways that convey respect and sensitivity. 

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards and elements. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards and elements should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards and elements. Data tables should also be aligned with the SPA standards and elements. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program;
   b. A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III. Cite SPA standards/elements by number (e.g., 1.1 or 1.2);
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards/elements, indicating the specific SPA standards and elements by number (e.g., 1.1 or 1.2 etc); and

   (2) Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV complete description of the assessment should be included (format of the exam, content area sub-scores).

See Attachments panel below.

2. Assessment of content knowledge in the field of physical education. AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations, portfolios; health-related fitness assessments, assessments of fundamental movement skills; and assessments of performance-competency and game play. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

See Attachments panel below.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 3. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/NASPE standards that could be addressed in this assessment include Standards 3 and 4. The assessment instrument used in the
internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Field Experiences Assessment 4.doc

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, (IEPs), case studies, or implemented unit plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Section 5 assessment for learners Final.docx

See Attachments panel below.

6. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, teacher candidate work sample, IEPs, or other key assessment. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

ASSESSMENT 6 disposition.docx

See Attachments panel below.

7. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, teacher candidate work sample, case studies, IEPs, or other appropriate assessments. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

8. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks and licensure tests not reported in #1. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings (data) from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Content knowledge

As evidence that candidates demonstrate essential content knowledge and performance based content knowledge, assessments 1 and 2 were used. The results of these assessments have been continuously analyzed to identify which areas are candidates’ strengths and weaknesses. The results of PRAXIS II test show that candidates demonstrate sufficient content knowledge with 90% passing rate. Any noticeable weakness was not found in sub-categories of the test where the candidates perform similar or exceed when compared to national and/or state average in most content areas.

Performance based content knowledge was analyzed to determine whether candidates demonstrate competent movement performance and fitness as physically educated individual. The assessment data from FITNESSGRAM test, Fundamental Movement Skills Test, and final grades in activity based physical education courses show that candidates met the program expectations. The program weakness was identified in the area of fitness based competence. Aerobic fitness and flexibility areas have been noted as weak areas. It was concerning that a majority of candidates were not able to meet the minimum expectations (i.e., Healthy Fitness Zone criterion) on PACER (aerobic fitness test) for two semesters. After data collection for two semesters our program began to pay attention to this issue. It
could be true that most candidates lacked aerobic fitness to meet the expectations. We began to question the PACER Healthy Fitness Zone criterion for use with age 17 or above. A similar trend of not passing the PACER was reported from other higher education institutions. After monitoring the PACER test data, our program decided to use Mile Run test from spring 2011. During spring 2011 candidates performed better on aerobic fitness test with the Mile Run. About 88% of candidates passed the test and this is a noticeable data improvement with the instrument change.

Meanwhile we also noticed that not all candidates demonstrated enough competence in FITNESSGRAM test regardless of the instrument change. Candidates have to improve their fitness and pass the FITNESSGRAM by the time they are enrolled in PE 442: Assessment in Physical Education. The program will collect more data and monitor students’ progress throughout the program.

As a program, it was decided that only 2 credit hours of one fitness content course may not be sufficient to improve and maintain candidates’ fitness based competence. To strengthen the program for continual improvement, we are in the process of revising the teacher education program to increase more credit hours toward activity-based courses.

2. Professional and pedagogical knowledge, skill, and dispositions
To demonstrate candidates’ professional and pedagogical knowledge, skill, and dispositions we used three assessments: assessment 3 (Lesson planning), assessment 4 (Student Teaching Evaluation), and assessment 6 (Disposition). As evidence shows, candidates showed sufficient professional and pedagogical knowledge, skill, and disposition. Candidates’ lesson planning improved in two field based method courses over time. The disposition assessment data also improved across four measurement points. These two formative assessments allow us to monitor all candidates’ progress and their successful learning and improvement on the essential knowledge, skills, and dispositions. Evidence of these two assessments showed that our developmentally well-sequenced program was a strength which impacts on candidates’ successful learning throughout the program. It was not a surprise that all candidates performed very well during student teaching and met the all expectations as the assessment 4 (Student Teaching Evaluation) data show. We will continue the current level of program effectiveness and continue to monitoring the program data to reflect on our program in this area.

3. Student Learning
Effect on student learning was identified as the weakness during the previous program accreditation cycle for both program level and the entire teacher education unit. We have been striving to strengthen this area and finally we are seeing the outcomes. As evidence of assessment 5 (Effect on Student Learning) shows, candidates demonstrated sufficient competence to meet the expectations on their assessment on student learning. A pattern of improvement is demonstrated in this area over semesters.

Our developmentally sequenced program was again recognized as a strength. From the entry level of methods course to the student teaching course, candidates were given enough opportunity to execute their knowledge of assessment during micro-teaching context (PE 290: Instructional Strategies), field-based method courses (PE 302: Teaching Elementary Physical Education, PE 310: Teaching Secondary Physical Education), and student teaching course (PE 400 & CIMT 401). Combined with the intense field experiences, the emphasis on assessment on student learning was a great success for our program the last several years. We will continue monitoring program effectiveness while maintaining the current level of performance.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.