

Program Report for the Initial Preparation of Physical
Education Teachers
American Alliance for Health, Physical Education,
Recreation, & Dance/National Association for Sport and
Physical Education (NASPE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

University of Memphis

2. State

Tennessee

3. Date submitted

MM DD YYYY

09 / 16 / 2007

4. Report Preparer's Information:

Name of Preparer:

Ben Dyson

Phone: Ext.

(901) 678-1794

E-mail:

bdyson@memphis.edu

Name of Preparer:

Paul M. Wright

Phone: Ext.

(901) 678-3480

E-mail:

pwright2@memphis.edu

5. NCATE Coordinator's Information:

Name:

John M. Johnston	
Phone:	Ext.
(901) 678-3443	
E-mail:	
jmsnston@memphis.edu	

6. Name of institution's program

BSEd in Physical Education Teacher Education

7. NCATE Category

Physical Education-First Teaching License

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

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 K-12

14. Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

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 III. 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)

Tennessee teacher licensure standards endorse teachers for licensure for K-12 physical education. Tennessee K-12 physical education teacher licensure performance standards and program implementation guidelines are very closely aligned with the NASPE standards.

Tennessee supports K-12 physical education preparation programs that enable teacher candidates to meet the physical, developmental, and academic needs of all children. Those needs include acquiring the knowledge, skills, and competence to enjoy a lifetime of physical activity. The performance standards for K-12 physical education provide teacher preparation programs guidelines to develop prospective teachers who have the necessary content and pedagogical knowledge as well as the personal dispositions needed to be successful beginning teachers. Teaching school aged students is a lifelong undertaking that is initiated in college course work, refined in field experiences and student teaching, and enhanced during professional teaching. The intent of Tennessee's K-12 physical education standards is to support teacher preparation programs by having a comprehensive program of study that integrates the general education core, professional education, an academic major and a variety of field experiences to ensure teacher candidates meet all of the licensure standards.

The University of Memphis K-12 physical education initial licensure teacher education program is fully approved by the Tennessee State Department of Education.

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)

The mission of field and clinical experiences at The University of Memphis is to allow students to observe and interact with teachers, students, and other support personnel in diverse school settings as well as other community settings. Extensive experiences in structured observations, tutoring, small group instruction and whole class instruction are required to provide a meaningful developmental transition from theory to student teaching.

All field and clinical experiences for initial licensure and advanced programs are designed,

implemented, and evaluated with the ultimate goal of developing educational leaders. As candidates interact with professionals in a variety of school and community sites and agencies, further development of content, professional, and pedagogical knowledge, skills, and dispositions are enhanced. The K-12 physical education candidate has multiple opportunities to apply theory in realistic settings and critically reflect on their impact on student learning.

The set of field experiences for all K-12 physical education candidates at The University of Memphis include:

1. At the undergraduate level, over 120 hours of pre-student teaching field experience are required. These hours are incorporated into class work. The number of hours required for specific classes is denoted in syllabi passed out at the beginning of classes. Field experience hours are completed outside the scheduled class time in most instances.
2. Public and private schools are used for field experiences. Candidates are expected to complete hours in urban/inner city, as well as suburban or rural settings. Field experiences reflect the diverse student population of The University of Memphis area and provide for a multicultural experience.
3. All field experiences are structured in such a manner as to reflect a developmental, sequential approach to teacher education. Observation is followed by critical reflection and planning. Then teacher candidates tutor, teach using small group instruction, and finally teach using large group instruction. Candidates are closely supervised by university personnel in all field experiences. Field experiences are an essential part of our teacher education program.

Please see Table 1: Section 1, Question 2 Field Experience Chart

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Please see Table 2: Section 1, Question 3 Admission Criteria Chart

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

College of Education Vision and Mission

The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

PETE Mission Statement

The primary mission of the PETE unit is to prepare teachers who are qualified and competent in both theory and practice to become effective leaders in the field of physical education. The secondary mission of the PETE unit is to produce and disseminate research related to the field of physical education. Embedded in our mission is a commitment to having an impact in terms of teaching, research, and service that extends beyond the confines of the university to urban settings and other outreach locations.

PETE Program Vision

PETE is committed to excellence in its academic programs by preparing competent, confident leaders and practitioners in physical education who will demonstrate leadership and a commitment to inclusive physical activity for all children. Our specific vision is to be recognized as a premiere teaching and research institution, with a specialized urban physical education teacher preparation program.

Commitments

All initial programs for the preparation of teachers are guided by fundamental commitments to effective practice, diverse communities, and leadership. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators

These commitments are expressed in six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development, which are the genesis of the Tennessee State Standards for initial teacher preparation. These performance-based standards are the framework for the Student Teaching Evaluation used by our college. These standards have been developed from the same Interstate New Teachers Assessment and Support Consortium (INTASC) principles that our NASPE Standards are based on. Therefore there is a seamless alignment between the college outcome standards and NASPE standards as demonstrated in the table below.

Please see Table 3: Section 1, Question 4 Standard Alignment Chart

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial programs: 1) admission to the Teacher Education Program, 2) admission to student teaching, 3) completion of student teaching, and 4) follow-up during professional practice. The University of Memphis K-12 Physical Education program assessment system includes college-wide assessments and key assessments that are unique to the PETE program.

The first transition point for initial teacher education program candidates is Admission to the Teacher Education Program (TEP). At this first point all assessments are universal college level requirements across all programs. (See Question 3 above)

The second transition point is Admission to Student Teaching. In the program phase between the first and second transition points, PETE candidates complete key assessments that are unique to the PETE program, including an adapted physical education case study and a student survey of perceived competence

The third transition point is completion of student teaching and graduation. During student teaching—the program phase leading up to the third transition point—teacher candidates are assessed using a student teaching evaluation form that is aligned directly with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes. This will be augmented in PETE by a new PETE evaluation rubric piloted in 2007. Candidates are also assessed using a standardized unit plan assessment and a systematic review of their student teaching

journal. Upon completion of the student teaching experience, candidates are assessed using an end of program portfolio review and a teacher preparation program reflections survey.

The fourth transition point for initial teacher education program candidates occurs a year after program completion and uses a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes.

In sum, the PETE initial candidates are assessed over time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the PETE program.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

Program of Study

See **Attachments** panel below.

7. 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.

Table 1: Section 1, Question 2 Field Experience Chart	Table 2: Section 1, Question 3 Admission Criteria Chart
Table 3: Section 1, Question 4 Standard Alignment Chart	

See **Attachments** panel below.

8. 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, alternate routes, master's, doctorate) 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: BSEd in Physical Education Teacher Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	11	2
2005-2006	15	11
2004-2005	16	9

(4) 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.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Ben Dyson
Highest Degree, Field, & University ⁽⁵⁾	Ph.D in Physical Education Teacher Education, Ohio State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, and Coordinator of the PETE Unit. Teaches content and pedagogy courses.
Faculty Rank ⁽⁷⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	NASPE Assessment Task Force Member, Advocacy Committee for the South-East Affiliate of the American Heart Association. Editorial Board member for the Journal of Teaching in Physical Education. Co-PI for "Physical Education Policy and Childhood Obesity: The Cases of Mississippi and Tennessee." Funded by Robert Wood Johnson.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Five years K-12 PE and Science teacher. Nineteen years working with physical educators to improve Physical Education Programs through innovative curriculum and instruction, for example, cooperative learning; 6 years Univ. of Memphis; 5 years Univ. of New Hampshire; 3 years McGill University.

Faculty Member Name	Paul Wright
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. in Curriculum Design, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaches content and pedagogy courses and faculty in the PETE Unit.
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Co-PI for "Physical Education Policy and Childhood Obesity: The Cases of Mississippi and Tennessee." Funded by Robert Wood Johnson; multiple publications in the Journal of Teaching in Physical Education; multiple research presentations in AAHPERD's Research Consortium and AERA's PE Special Interest Group; Senior Advisory Board of the Taking Personal and Social Responsibility (TPSR) Alliance.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Twelve years of experience collaborating with physical educators in urban schools and implementing alternative physical activity programs in partnerships with schools and community agencies; five years Univ. of Memphis.

Faculty Member Name	Carol Irwin
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Curriculum & Instruction-Emphasis in Health Ed.; Kent State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaches content and pedagogy courses and faculty in the PETE Unit.
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Healthy Memphis Common Table School Action Team Member; YMCA PHC Team Member; Healthy Choices Week Chair; Get Fit with the Grizzlies Program Chair; led team that revised Family Life Curriculum for Memphis City Schools.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Fifteen years taught PK-12 PE, Health, Science, English, History; three years Coordinator- Health/PE programs- Memphis City Schools; three years Univ. of Memphis.

Faculty Member Name	Sharon Van Oteghen
Highest Degree, Field, & University ⁽⁵⁾	P.E.D. (Doctorate in Physical Education with a minor in recreation); Indiana University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaches content courses in the PETE curriculum, and courses in other content areas in the department (HPRO, EXSS and HMSE), and is faculty in the PETE Unit.
Faculty Rank ⁽⁷⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Reviewer for national refereed journals: JOPERD and Strategies; SAY (Saving Americas' Youth participant; Tennessee alternate delegate to the 2005 White House Conference on Aging (WHCoA) – participated in the Tennessee State Conference on Aging.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Taught four years in Minneapolis and Davenport, Iowa public schools (high school and junior high school). 30 years Univ. of Memphis and 8 years at other universities.

Faculty Member Name	Larry Liles
Highest Degree, Field, & University ⁽⁵⁾	M.S. in Recreation and Parks Administration
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Teaching Individual and Team Sports classes and faculty in the PETE Unit.
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	USRA Coaching Committee. Hall of Fame Board for U.S. Racquet Association Committee for Racquet Club of Memphis.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Thirty-two years Univ. of Memphis; USRA Coaching Committee. Won 17 national championships in Racquetball with the University of Memphis Men's and Woman's Racquetball coach. Five world championships in Men and Woman's Racquetball.

Faculty Member Name	Harriette Lavenue
Highest Degree, Field, & University ⁽⁵⁾	Ph.D in Exercise Science and Leisure Management-University of Mississippi
Assignment: Indicate the role	Teach majors swimming classes and Director of the Physical Activity Program for

of the faculty member ⁽⁶⁾	the University of Memphis, and faculty in PETE Unit.
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Director, Physical Education Activity Program-HSS Dept. Univ. of Memphis, Commissioner: Germantown Parks & Recreation, Member-Board of Directors ARC.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Forty years-Univ. of Memphis; Six years at other colleges and public schools.

Faculty Member Name	Diane Coleman
Highest Degree, Field, & University ⁽⁵⁾	B.S.Ed. in Physical Education and M.S. Ed. in PETE at the University of Memphis.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Physical Education Specialist at Campus School, instructor, faculty in PETE Unit, and Cooperating Teacher.
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Get fit with the Grizzlies Lesson Plan Curriculum writer, Memphis City Schools In-Service presentations-assessment, new elementary PE curriculum, Integrated curriculum-PE and Science and Language Arts, Pedometer Pals grant program.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Campus School - 26 years as Elementary PE Specialist.

Faculty Member Name	Patsy Courtright
Highest Degree, Field, & University ⁽⁵⁾	Univ. of Tenn @ Martin B.S. Ed. ---Health and Physical Education. K-12 Memphis State Univ. M. Ed. ---Recreation and Physical Education.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Instructor at Univ. of Memphis teaching, physical education and health classes and supervising student teachers.
Faculty Rank ⁽⁷⁾	Adjunct Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Head of Physical Education at White Station Middle School for eight years. Cooperating teacher for 20 years. Coached track and field, basketball, tennis, and volleyball for last 25 years.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Physical Education teacher in Memphis City Schools for 33 years. Instructor at Univ. of Memphis teaching health and supervising student teachers for last seven years.

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school

personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

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. 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)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Praxis II - 10091 Physical Education: Content Knowledge	Licensure exam	Admission to student teaching
Assessment #2: Content knowledge in physical education (required)	End of Program Portfolio Review	Comprehensive portfolio	Completion of program
Assessment #3: Candidate ability to plan instruction (required)	Unit Plan	Student teaching artifact	Student teaching (final semester)
Assessment #4: Internship or clinical experiences (required)	Student Teaching Evaluation	Structured observation	Student teaching (final semester)
Assessment #5: Candidate effect on student learning (required)	Student Survey of Perceived Competence	Self-assessment	PETE 4400: Learner Assessment in Physical Education (professional studies course)
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	Student Teaching Journal	Reflective journal	Student teaching (final semester)
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards	Teacher Preparation Program Reflections	Questionnaire	Completion of program

colleagues, parents/guardians, and community agencies to support students' growth and well being.

€ b € b b € € b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

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 that are addressed 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 a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

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 1-5) as outlined in the directions for Section IV

Assessment 1 Praxis II Exam 10091

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 Standard 1. Examples of assessments include comprehensive examinations, GPAs or grades,⁽¹⁵⁾ and portfolio tasks.⁽¹⁶⁾ (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2: End of Program Portfolio

See **Attachments** panel below.

⁽¹⁵⁾ If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards

⁽¹⁶⁾ For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. Assessment that demonstrates candidates can effectively plan classroom instruction. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 6. 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 1-5) as outlined in the directions for Section IV

Assessment 3: Unit Plan

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.⁽¹⁷⁾ This assessment would be applicable to all AAHPERD/NASPE standards. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4: Student Teaching Evaluation

See **Attachments** panel below.

(17) NCATE will provide a link to a sample response for this requirement.

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 Standards 7 and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5: Student Survey of Perceived Competence

See **Attachments** panel below.

6. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6: Student Teaching Journal

See **Attachments** panel below.

7. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7: Teacher Preparation Program Reflections

See **Attachments** panel below.

8. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8: Adapted Physical Education Case Study

See **Attachments** panel below.

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 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)

Overview

The College of Education Assessment System (COEAS) structures review assessment data by each program to insure systematic use of assessment results to improve teacher candidate and program performance. Each year in May at the end of the spring semester the PETE Unit meets to discuss data collected over the past year, make suggestions for needed program changes, and to evaluate the program and college assessment systems. The PETE unit then meets with its Community Advisory Committee to review the program collaboratively. To monitor the assessment system, the HSS Department has an assessment committee that meets regularly to discuss on-going assessment in the different units of the department. In addition, each program submits an Annual Program Report to the HSS Department Chair, Director of Assessment, Dean's office, and the College of Education Teacher Education Advisory Council.

CONTENT KNOWLEDGE

Content Knowledge is addressed primarily by our Assessments 1, 2, and 4. These assessments combined address all 10 NASPE Standards.

Principal Findings

Three rich and varied assessments provide evidence about teacher candidate content knowledge. Together the PRAXIS II 0091 Content Knowledge exam, the Student Teaching Evaluation, and the End of Program Portfolio provide strong and consistent evidence supporting our claim that PETE Program candidates understand physical education content and disciplinary concepts related to the development of a physically educated person. We have high Praxis II pass rates, cooperating teachers, and university supervisors agree that candidates have and are able to apply content knowledge, and summative portfolios provide further evidence of candidates' content knowledge.

Faculty Interpretation

Faculty were satisfied with the PRAXIS II 0091 Content Knowledge results. With regard to the Student Teacher Evaluation; Professional Growth, Reflection, Communication, and Collaboration are areas of strength for the majority of our teacher candidates. Our faculty concur that pupil assessment is an area of concern in our profession. Our PETE program has higher expectations for assessment in physical education than regular classroom teachers in our student teaching placements. There is little formal assessment occurring in the local schools and we struggle to place students in schools where physical educators assess students' performance, particularly at the middle and high school levels.

Our faculty have been using the iwebfolio system for one year and find that employing the E-Portfolio software a labor-intensive process. Our faculty are learning with teacher candidates how best to manipulate the E-Portfolios to demonstrate content knowledge with technology in our teacher preparation program.

Changes

PRAXIS II exams are discussed regularly in core pedagogical classes and faculty have initiated review of PRAXIS II materials using the “PRAXIS II Practice” exams available from ETS. Our PETE Unit has made a commitment to the college to be one of the main pilot sites for the E-Portfolio.

Steps Taken to Improve Candidate Performance

Faculty were satisfied with the PRAXIS II 0091 Content Knowledge results but have begun to analyze the sub-scores (Ex. Category VI – Health and Safety) so that candidates’ scores can continue to improve.

The PETE Unit has been the pilot site to develop web-based E-Portfolios so that faculty can better track candidates’ progress. The E-Portfolio is emerging as a powerful assessment tool that can also act as a useful teaching resource. The E-Portfolio allows for a web-based assessment system with candidate artifacts and augments our on-going self-study.

Our PETE faculty are using the new assessments that have been developed by the NASPE Assessment Task Force. These K-12 assessments have been piloted across the U.S. for the last two years.

Steps Taken to Improve Program

An emphasis has emerged from this self-study to improve pedagogical content and instruction throughout the PETE Program. We will be meeting in the PETE Unit and the College Advisory Council to examine other specific actions to take. These actions will be discussed with our Community Advisory Committee.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Professional knowledge, skill, and dispositions are addressed primarily by our Assessments 3 and 4. Data derived from Assessments 5, 6, and 7 are also relevant here. Taken together, these assessments align with all 10 NASPE Standards.

Principal Findings

Teacher candidates ranked at the Target level on many of the pedagogical knowledge, skills, and dispositions (Assessments 3, 4, 5, 6, & 7). In the first year of the E-Portfolio, candidates scored at the Target or Acceptable level by the end of their student teaching experiences. The candidates’ unit plans are strong in planning, instruction, management, and motivation. Candidates’ ability to use varied teaching strategies is an area for improvement.

In addition, candidates scored at the Target level in most of the teaching behaviors in the student teaching evaluation.

At the end of our program teacher candidates have a positive view of our program as evidenced by the results from the Student Survey of Perceived Competence. Findings indicate that by the time students have finished their coursework and associated field observations they feel a high level of competence relative to all of the NASPE Standards. Only results related to Standard 10 – Collaboration indicated room for improvement. However, Collaboration data from the Student Teaching Evaluation was at the Target level for most candidates. Teacher candidates emerged as critical reflective practitioners. The need for a stronger emphasis on a professional growth plan has emerged from the data.

Faculty Interpretation

Our faculty attributes student mastery of these concepts to students receiving instruction on planning both from their university experiences and from the teachers with whom they are working in their field experiences and student teaching placements. Our faculty believe that they have formed strong partnerships in the city, county, and state.

Changes

The data suggest the need for teacher candidates to be challenged to use a variety of teaching strategies or instructional models (Metzler, 2005) such as Sport Education, Tactical Games, Adventure Education, Cooperative Learning, and Personal and Social Responsibility that are taught in their course work. A greater emphasis needs to be made with models in field experiences and in student teaching. In 2007-2008, candidates will be exposed to and expected to teach a greater number of instructional models in teaching settings. Our faculty have developed an addendum to Assessment 3 the unit plan that specifically focus on Physical Education Pedagogy, that is used in our lesson planning, and will lead to improved streamlining with unit planning and lesson planning to improve candidates' planning. A heightened awareness of the importance and need for assessment is emerging in our PETE program and in local schools.

Our faculty have created a physical education addendum for Assessment 4 (Attachment B, Section IV) in our student teacher evaluation booklet. This has been piloted the last two semesters with the approval of the Director of Teacher Education in our college and data is being collected using this additional performance rubric this semester, Fall 2007.

Steps Taken to Improve Candidate Performance

The addendum for the unit plan allows for a more specific focus on Physical Education Pedagogy particularly with regard to management (indicator B) learning cues (indicator C), and content development (indicator D). A specific addition to the unit plan (teaching) strategies rubric is that "instructional models will be designed and implemented in school settings," which directly address outcome 6.3 from our NASPE standards.

With regard to reflection, we have already begun to increase our emphasis on candidates' abilities to construct a plan for continued professional growth based on the assessment of, and critical reflection on, personal teaching performances. We now highlight this aspect of reflection when describing the student teaching journal assignment. Moreover, we make a point of addressing this topic explicitly in the weekly student teaching seminar meetings. At least once during the second half of the student teaching experience, candidates are now asked to construct and share with their peers a plan for continued professional growth. Candidates are also encouraged to write about their plan in their student teaching journal.

The adapted physical education case study aligns directly with NASPE Standards 2, 3, and 10. This assessment has been developed to allow candidates to achieve target ratings on all of these NASPE standards; nonetheless, the case study provides learning experiences that are school based and authentic.

Steps Taken to Improve Program

Additional emphasis will be placed on teacher candidates understanding of data from our assessments. This self-study has been informative and allowed us to make specific program improvements to strengthen our preparation of candidates in the area of reflection. We will continue to monitor data from this assessment to see if the adjustments described here are sufficient or if further strategies are required. The PETE Unit has used partnership connections to improve collaboration in our program with the support of our Community Advisory Committee and feel confident that future graduates will improve the rating of our program. There were a low number of program completers in 2006-2007 (Section 1, question 8). We will monitor this trend in 2007-2008.

STUDENT LEARNING

Student learning is addressed primarily by our Assessments that assess NASPE Standard 7 – Student Assessment. These include our Assessments 1, 2, 4, 5, and 7.

Principal findings

Data from the Assessment 4 the Student Teaching Evaluation indicated improvement from the first to

the second placement. Content Knowledge, Management and Motivation, Reflection, and Collaboration standards were strong while planning and assessment are an area for improvement. Data from assessment 5 and 7 are at the target level for student assessment.

Faculty Interpretation

Candidates are generally at the Target level in managing and motivating their students. However, they struggle at the beginning of their placements with planning and find it difficult to carry out meaningful assessment with students in schools. The Student Teaching Evaluation has a strong emphasis on assessment and is appropriate for the evaluation of our candidates.

Changes

Assessment is taught in PETE 4400 Student Assessment in Physical Education and in elementary and high school methods courses (PETE 4200 & 4300). The PETE faculty are working to align the curriculum more completely in these pedagogical courses prior to student teaching. Much more attention will be paid to a pedagogical assessment focus throughout the program in 2007 and 2008.

Steps Taken to Improve Candidate Performance

The E-Portfolio requires pupil work products. Examples of these are pupil projects completed for teacher candidates and pupil assessments. Candidates are designing and implementing assessments but these need further development. Additional activities will be placed in the early courses throughout the PETE program to provide more assessment experiences. These will develop more specific and detailed assessment for the three domains of learning with augmented practice to create specific rubrics for assessment. Instructors will adjust syllabi accordingly for immediate inclusion and implementation.

Steps Taken to Improve Program

The PETE unit faculty are working to incorporate a comprehensive and sequential assessment system throughout the PETE program. These changes with our on-going self-study should continue to improve the program.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

THANK YOU

This is the end of the report. Please click "Next" to proceed.