

Academic Program Name:	Physical Education – Teacher Education
Academic Program Assessment Coordinator:	Gina Barton
Submission Date of This Report:	August 23, 2008

Program Goal	Student Learning Outcome	Assessment Instruments and frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
1. Graduates in Physical Education – Teacher Education (PETE) will demonstrate specific <u>knowledge, skills, and dispositions to be effective teachers</u> as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (<u>ADEPT</u>) and the Department of Teacher Education	PETE candidates will reach “at standard” (for consistent performance) on each of the five components of teacher performance on the <u>Lesson Observation Conference Form</u> : (planning, lesson implementation, assessment, learning environment development, and professional responsibilities and teaching dispositions)	<u>Lesson Observation Conference Form</u> (LOCF) during EDUC 461 Directed Teaching Data collection by semester. Each fall and spring semester.	During EDUC 461, 100% of PETE candidates will attain “at standard” or higher on each of the five components of the <u>Lesson Observation Conference Form</u> required for a grade of “Pass.”	100% of PETE candidates entering EDUC 461 during fall/spring 2006-2007 (N = 7) attained “at standard” or higher on the LOCF as evidenced by passing EDUC 461, a requirement for graduation in the major. Historic data for the last five years in a chart.	This is an area of program strength. Early-program use of the LOCF with opportunities for re-teaching have been institutionalized across sequential PETE program courses. As the result of preparing program assessment grids, consideration is being given to distinguishing broad Program Goals from Student Learning Outcomes. We plan to review, refine and re-think the listed goals during Teacher Education Unit workshops in August 2008 and

<p>(DTE) Conceptual Framework.</p>	<p>PETE graduates will evidence the knowledge, skills, and dispositions to be effective teachers through a portfolio of artifacts and reflection statements scored “at standard” or higher on each of five components of the DTE Conceptual Framework, includes ADEPT standards</p>	<p>Portfolio Rating Form at program completion is used to score evidence of knowledge, skills, and dispositions (Conceptual Framework and ADEPT) Data collection each fall and spring semester.</p>	<p>100% of PETE graduates will attain “at standard” or higher on a summative portfolio of artifacts scored by the Portfolio Rating Form. required for recommendation for certification.</p>	<p>100% of PETE candidates attained “at standard” or higher by the Portfolio Rating Form and were recommended for certification.</p>	<p>during the 2008-09 term. During 2007-2008, PETE faculty participated in the revision of the Portfolio Rating Form which will be implemented with PETE candidates who are seniors in fall 2009. Revisions improve clarity on points that have received frequent questions. New ADEPT and National Council for Accreditation of Teacher Education (NCATE) content are included.</p>
<p>2. Graduates in Physical Education – Teacher Education (PETE) will demonstrate the both breadth and application of knowledge and skills in the content areas required for physical</p>	<p>Graduates in PETE will demonstrate knowledge of fitness, fundamental movements, and sports that comprise the content of physical education classes; knowledge of areas in the natural and social sciences that provide the foundation for</p>	<p>Praxis II Content Knowledge area test: 10091 (minimum score = 146 required for SC teacher certification) Annual report</p>	<p>100% of graduates will attain scores required for SC teacher certification in Physical Education.</p>	<p>2006-2007 Praxis II report for PETE graduates: Expected Outcome met. 100% pass rate for test 10091 (N = 7)</p>	<p>This is an area of program strength. Sequential courses in the PETE program of study contributing to candidates’ breadth of knowledge in the field have been documented in a four-year PETE program worksheet (completed spring 2008) in order to</p>

<p>education teacher certification by the South Carolina Department of Education</p>	<p>teaching these activities; and knowledge of crucial topics in health and safety.</p>				<p>communicate expectations and to maintain this level of candidate performance.</p>
	<p>Graduates in PETE will describe characteristics of movement forms, assess/diagnose status of student from visual or verbal information, design/prescribe appropriate movement routines to achieve specific goals, detect errors or recognize critical features in performance, and provide explanatory information.</p>	<p>Praxis II Movement Form Video Evaluation content area test: 20093 (minimum score = 160 required for SC teacher certification) Annual report</p>	<p>100% of graduates will attain scores required for SC teacher certification in Physical Education.</p>	<p>2006-2007 Praxis II report for PETE graduates: Expected Outcome not met. 86% pass rate for test 20093 (6 out of 7 passed)</p>	<p>PETE faculty have been instrumental to the development of state standards for testing of the application of knowledge and skills in Physical Education. This level of professional involvement has resulted in their development of sequential experiences involving motor skill video analysis in these courses: PEES 204, 206, 222, 223, 224, 226, 228, 451, EDUC 329, and EDUC 429 and co-requisites.</p>
<p>3. PETE graduates demonstrate knowledge of the historic context and the scientific knowledge base of the field</p>	<p>PETE graduates will identify and discuss major factors in the evolution of the field of Physical Education Teacher Education from its</p>	<p>Pass rate for a required course (PEES 219) listed on in the PETE Program Worksheet. Each fall and spring</p>	<p>100% of PETE graduates pass PEES 219.</p>	<p>2006-2007 Expected Outcome met.</p>	<p>A one-year experiment with a different textbook and instructional approach in 2007-2008 was found to be less effective. A return to the</p>

<p>and <u>physical education</u> <u>community</u> in order to provide leadership to the profession.</p>	<p>early historical roots to its present position in the teaching profession</p>	<p>semester</p>			<p>previous text and instructional approach will be implemented in 2008-2009.</p>
	<p>PETE graduates will describe and apply bioscience (anatomical, physiological/biochemical, and biomechanical concepts) and changes occurring in the human organism to skillful movement, physical activity, conditioning, and fitness across the lifespan.</p>	<p>Pass rate for a required course (PEES 210, PEES 310 and PEES 311) listed on the PETE Program Worksheet</p> <p>Each fall and spring semester</p>	<p>100% of graduates pass PEES 210.</p> <p>100% of graduates pass PEES 310</p> <p>100% of graduates pass PEES 311</p>	<p>100% of PETE graduates eventually met criteria but the pass rate for first-time course enrollment was well below that of other required courses in the PEES Department – 65% overall.</p> <p>100% of PETE graduates passed PEES 310.</p> <p>100% of the PETE graduates passed PEES 311</p>	<p>PEES 210 has been taught by faculty in another department and articulated to meet the needs of students in more than one major. Course description and content are being revised to target the specific majors within the PEES department. The revised course will be taught by PEES faculty beginning in spring 2009.</p> <p>PEES scope and sequence workshops will continue to ensure alignment of course content to target specific major needs.</p>
	<p>PETE graduates will demonstrate knowledge of and</p>	<p>PEES Professional Knowledge Inventory (PKI) is a</p>	<p>100% of PETE candidates will score 70% or higher.</p>	<p>100% of PETE graduates successfully met</p>	<p>PETE faculty met during pre-term workshops in fall</p>

	<p>apply experiences in planning, implementing and assessing/evaluating a total school program of physical education in accordance with national/state content standards and the state physical education assessment program as evidenced by accreditation by National Association for Sport and Physical Education/ National Council for Accreditation of Teacher Education/ (NASPE/NCATE) standards.</p>	<p>100-item, multiple-choice exam that measures core competencies of the program.</p> <p>Each fall and spring semester</p>		<p>criteria PKI (N = 7)</p>	<p>2008 to revise questions on the PKI to further align with the content of the NASPE/NCATE professional teaching standards (2008). Implementation of the PKI will be administered as a pre-test in PEES 219 (sophomore level course) in addition to its current post-test administration in PEES 499 (senior level course). The PKI can then be analyzed from pre- to post-testing for future curricular changes/revisions/modifications to further align with NASPE/NCATE standards.</p>
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