

ILLINOIS STATE UNIVERSITY

# Physical Education Teacher Education Program Assessment Plan

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University Assessment Services

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8/18/2010

## **Mission Statement:**

The mission of the Physical Education-Teacher Education sequence at Illinois State University is to develop graduates who recognize the importance of ongoing professional development and have the ability to deliver a developmentally appropriate curriculum to diverse student populations. By effectively delivering an appropriate curriculum, our graduates will positively impact their students by enabling them to develop skills, knowledge, and attitudes necessary to pursue healthy, active lifestyles.

### Physical Education-Teacher Education Program

Upon completion of this sequence, the student will:

1. Demonstrate an understanding of the foundations of developmentally appropriate physical education pedagogy.
2. Demonstrate the ability to competently design appropriate learning opportunities (program, unit, lesson) for a diverse population of students in a variety of K-12 settings.
3. Demonstrate the ability to competently implement appropriate learning opportunities (program, unit, lesson) for a diverse population of students in a variety of K-12 settings.
4. Demonstrate the ability to assess student learning throughout a program, unit, or lesson in a variety of K-12 physical education settings.
5. Demonstrate the ability to critically evaluate physical education programs and services.
6. Demonstrate the ability to articulate contemporary professional issues into their teaching philosophy so that they are able to deliver developmentally appropriate physical education experiences for students from diverse backgrounds.

**Program Goal 1:** Students will know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

<b>Outcome(s):</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness	Evaluation data from Content Test, Lesson Plan (LP) and Teaching Rubrics(T) (see addendum for all rubrics)	Evaluation data from Content Test, Lesson Plan (LP) and Teaching (T) Rubrics (see addendum for all rubrics)	Students in each of the following courses: KNR 158, 221, 242, 399	Results of the Content Test, LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; student teaching cooperating teachers	Each Semester
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness	Evaluation data from Content Test, LP and T Rubrics	Evaluation data from Content Test, LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, 399	Results of the Content Test, LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; student teaching cooperating teachers	Each Semester
1.3 Describe and apply motor development theory and practices related to skillful movement, physical activity and fitness	Evaluation data from Content Test, LP and T Rubrics	Evaluation data from Content Test, LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, 399	Results of the Content Test, LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; student teaching cooperating teachers	Each Semester
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation	Evaluation data from Content Test, Lesson Plan Rubrics	Evaluation data from Content Test, and LP Rubric	Students in each of the following courses: KNR 158, 221, 242, 399	Results of the Content Test, LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; student teaching cooperating teachers	Each Semester
1.5 Analyze and correct critical elements of motor skill and performance concepts	Evaluation data from Content Test	Evaluation data from Content Test	Students in each of the following courses: KNR 158, 221, 242, 399	Results of the Content Test, LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; student teaching cooperating teachers	Each Semester

<b>Program Goal 2:</b> Students will be physically educated individuals with knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.						
<b>Outcome(s)</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and motor patterns	Evaluation data from skill testing of majors and minors using the Skill and Fitness (SF) rubrics (see appendix for SF rubrics)	Evaluation data from skill testing of majors and minors using the SF rubrics	Students in each of the following classes: KNR 225, 244, 245, 246, 247	Results from skill testing of majors and minors using the SF rubrics from 10 randomly selected students	Faculty teaching KNR 225, 244, 245, 246, 247	Each Semester
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program	Evaluation data from fitness testing of majors using Fitnessgram	Evaluation data from fitness testing of majors using Fitnessgram	Students in KNR 156 and 247	Results on Fitnessgram from 10 randomly selected students	Faculty teaching KNR 156 and 247	Each Semester
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities	Evaluation data from skill testing of majors and minors using the Skill and Fitness (SF) rubrics	Evaluation data from skill testing of majors and minors using the SF rubrics	Students in each of the following classes: KNR 244 and 245	Results from skill testing of majors and minors using the SF rubrics from 10 randomly selected students	Faculty teaching KNR 244 and 245	Each Semester

<b>Program Goal 3:</b> Students will plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.						
<b>Outcome(s)</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
3.1 Design and implement short and long term plans that are linked to program and instructional goals and diverse student needs	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
3.2 Develop and implement appropriate goals and objectives aligned with local, state, and/or national standards	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
3.3 Design and implement content that is aligned with lesson objectives	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
3.5 Design and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
3.6 Design and implement progressive and sequential instruction that addresses the diverse needs of students	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester

<p>3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives</p>	<p>Evaluation from LP and T Rubrics and Technology Rubric (see appendix)</p>	<p>Evaluation from LP and T Rubrics and Technology Rubric</p>	<p>Students during KNR 399 and one other time during the program</p>	<p>Results of the LP and T rubrics; Cooperating teacher evaluations and results from the Technology Rubric from 10 randomly selected students</p>	<p>Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements; Program Director will evaluate Technology Rubrics</p>	<p>Each Semester</p>
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<b>Program Goal 4:</b> Students will use effective communication and pedagogical skills and strategies to enhance student engagement and learning.						
<b>Outcome(s)</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
4.1 Demonstrate effective verbal communication skills across a variety of instructional formats	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Evaluation from LP and T Rubrics	Evaluation from LP and T Rubrics	Students in each of the following courses: KNR 158, 221, 242, and 399	Results of the LP and T rubrics; cooperating teacher evaluations from 10 randomly selected students	Faculty teaching KNR 158, 221, 242, and 399; Cooperating Teachers from field placements	Each Semester

**Program Goal 5:** Students will utilize assessments and reflection to foster student learning and inform instructional decisions.

<b>Outcome(s)</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
5.1 Select and/or create appropriate assessments that will measure student achievement of goals and objectives	Evaluation from LP and T Rubrics and Assessment Rubric	Evaluation from LP and T Rubrics and Assessment Rubric	Students in the following courses: KNR 225,341, and 399	Results from LP and T Rubrics and Assessment Rubrics from 10 randomly selected students	Faculty teaching KNR 225, 341, and supervising 399; Cooperating Teachers from KNR 399 and Program Director	Each Semester
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction	Evaluation from LP and T Rubrics and Assessment Rubric	Evaluation from LP and T Rubrics and Assessment Rubric	Students enrolled in KNR 399	Results from LP and T Rubrics and Assessment Rubrics from 10 randomly selected students	Faculty supervising KNR 399; Cooperating Teachers from KNR 399 and Program Director	Each Semester
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions	Evaluation from LP and T Rubrics and Assessment Rubric	Evaluation from LP and T Rubrics and Assessment Rubric	Students enrolled in KNR 399	Results from LP and T Rubrics and Assessment Rubrics from 10 randomly selected students	Faculty supervising KNR 399; Cooperating Teachers from KNR 399 and Program Director	Each Semester



**Program Goal 6:** Students will demonstrate dispositions essential to becoming effective professionals.

<b>Outcome(s)</b> Teacher candidates will	<b>Data Needed</b>	<b>Data Already Available</b>	<b>What group(s) will be assessed?</b>	<b>Assessment Methods</b>	<b>Who will conduct assessment?</b>	<b>Timeline</b>
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	PETE Majors	Results from PC Rubric for 10 randomly selected students during student teaching (KNR 399)	Program Director	Each Semester
6.2 Participate in activities that enhance collaboration and lead to professional growth and development	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	PETE Majors	Results from PC Rubric for 10 randomly selected students during student teaching (KNR 399)	Program Director	Each Semester
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	Evaluation data from the KNR Professionalism and Collaboration Rubric (PC)	PETE Majors	Results from PC Rubric for 10 randomly selected students during student teaching (KNR 399)	Program Director	Each Semester

## Narrative

The Physical Education Teacher Education (PETE) program has conducted ongoing program evaluations as outlined in this plan for one semester (Spring 2010). While the primary purpose of our program assessment plan has been to demonstrate compliance with NCATE /NASPE Accreditation requirements, we have also used the process to help identify the strengths and weaknesses of our program. Data are collected using each of the rubrics found in Appendix A each semester and for each student in the PETE program. All rubrics are located on LiveText where students place their evidence (e.g., fitness scores in KNR 156 and 247; Technology Evidence in KNR 399; Assessment evidence in KNR 341; Lesson plans and Teaching Evaluations from KNR 158, 221, 242, and 399).

Each semester, data from each of the rubrics located in Appendix A are shared at a PETE Faculty meeting and discussed with reference to identified strengths and weaknesses in our program. The first set of data were collected last spring and are currently being analyzed by sub-committees assigned to each program goal. For example, after analyzing the data related to program goal 2 we are finding that our students are not as skilled, fit, and tactically competent as we would like. We will take this information and discuss it as a faculty and design a plan to address these deficiencies.

In the past, the PETE faculty has used the results from LP and T rubrics from across the program to identify weaknesses of our students. In doing so it was identified that our students did not meet our standards for developing and using teaching cues or demonstrations. We have addressed this by placing more emphasis on each of these criteria in our earlier major courses. Since doing so we have seen an increase in our students' success related to these specific items on the LP and T rubrics.

In developing this plan for program assessment it has been identified that we do not currently seek program feedback and assessment from a wide variety of stakeholders. Most of our data comes from students, PETE faculty, and cooperating teachers in schools. Some qualitative data from clinical sites and future employers would add to the robustness of our program assessment. In addition, qualitative data from practicing teachers who serve on our Advisory Council, which meets once each fall, would help us to remain current and provide our students with the important "real life" information they will need to become quality physical educators. Qualitative data from the Advisory Council will be collected each fall regarding the assessment plan itself and the quality of our graduates. This data will be shared with faculty at the beginning of spring semester so that necessary changes to the program can be made. Finally, we have also identified that we do not have any feedback from alumni. We have begun to gather qualitative data from alumni via our web page and will again share this information at faculty meetings. Consistently, our graduates have told us that we do an excellent job of ensuring that they are prepared to teach when they leave our program.

Appendix A: Rubrics

KNR PETE Lesson Planning Rubric (LP)

KNR PETE Teaching Evaluation Rubric (T)

KNR PETE Technology Rubric

KNR PETE Assessment Rubric

KNR PETE Professionalism and Collaboration Rubric (PC)

KNR PETE Lesson Plan Eval. Date \_\_\_\_\_ Grade /activity \_\_\_\_\_ School \_\_\_\_\_ KNR Class \_\_\_\_\_  
 Teacher \_\_\_\_\_ Evaluator's \_\_\_\_\_  
 Candidate \_\_\_\_\_ Signature \_\_\_\_\_ Next Visit \_\_\_\_\_ Total Score \_\_\_\_\_

**PETE Rubric:**

<b>Outstanding (5)</b> Elements of the highest quality; no changes needed.	<b>Exceeds (4)</b> Elements used appropriately most times & surpass acceptable guidelines. Minimal changes needed.	<b>Acceptable (3)</b> All elements are present. Class guidelines followed. Minor errors occur & changes needed.	<b>Improving (2)</b> Elements are missing, not included or of poor quality. Several changes needed.	<b>Unacceptable (1)</b> Elements inaccurate, show incomplete knowledge or understanding. Class guidelines not met.
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1. <b>Psychomotor Obj:</b> Performance, condition and criteria are present, clear and meaningful for diverse populations.				
2. <b>Psychomotor Obj:</b> The objective is measurable, observable, & developmentally appropriate.				
3. <b>Cognitive Obj:</b> Performance, condition & criteria are clear, measurable, observable & developmentally appropriate for diverse populations.				
4. <b>Affective Obj:</b> Performance, condition and criteria are clear, meaningful & developmentally appropriate for diverse populations.				
5. <b>Identification of equip, previous lesson info, pre-class arrangement of space:</b> Appropriate # & type of equip. is clearly stated. Information from previous lesson shows progression. Description & diagram of space, equip., learners, & teacher is evident & useful.				
6. <b>Anticipatory Set:</b> Attention getter is suitable in gaining learners' attention. The stated purpose, safety & signals are considerate of the lesson and the learners.				
7. <b>Purpose of Lesson:</b> The purpose of the lesson relates to all 3 objectives of the lesson, is written in age appropriate language & is linked to NASPE standards.				
8. <b>Description of Tasks:</b> A complete & detailed description of each task is present. Uses appropriate strategies & resources to meet diverse learning needs.				
9. <b>Demonstrations:</b> Demonstrations are planned to show critical elements of the skills & organization of the activity.				
10. <b>Task analysis of each skill used:</b> A detailed and accurate task analysis for each skill is used in the lesson & is described in detail.				
11. <b>Teaching Cues:</b> a reasonable number of cues (1-3) that are meaningful, action- oriented and appropriate are evident for each task.				
12. <b>Content Development:</b> Meaningful content is followed in all activities with appropriate progression.				
13. <b>Maximum participation in all activities:</b> All activities have the potential for maximum participation of learners & minimal wait time.				
14. <b>Transitions:</b> All transitions are written in dialogue form & effectively plan to move learners and/or equipment.				
15. <b>Time Allotment:</b> The time allotment for the set, transitions, activities, & closure are evident and appropriate.				
16. <b>Checking for understanding:</b> Open ended questions for learners are planned that clarify content of lesson & management of activity.				
17. <b>Equipment Management:</b> Distribution and collection of equipment is planned for throughout the lesson.				
18. <b>Diagrams for each task:</b> Clear and useful diagrams of formations including learners and equipment for each task is provided.				
19. <b>Closure:</b> Review of lesson, specific questions to learners, evaluation of students' performance relating to objectives & a preview of next lesson are present & meaningful.				
20. <b>Overall appearance &amp; organization:</b> The overall appearance & organization of the lesson plan is well-structured & shows good use of grammar, spelling & provides inclusion of resources used.				

**ADDITIONAL COMMENTS:**

8/20/2010

University Assessment Services

**KNR PETE Teaching Evaluation** Date \_\_\_\_\_ Grade /activity \_\_\_\_\_ School \_\_\_\_\_ KNR Class \_\_\_\_\_

Teacher \_\_\_\_\_ Evaluator's \_\_\_\_\_  
 Candidate \_\_\_\_\_ Signature \_\_\_\_\_ Next Visit \_\_\_\_\_ Total Score \_\_\_\_\_

**PETE Teaching Rubric:**

Outstanding (5)	Exceeds (4)	Acceptable (3)	Improving (2)	Unacceptable (1)
Elements are of the highest quality; no changes needed.	Elements used appropriately most times & surpass acceptable guide lines. Minimal changes needed.	All elements are present. Class guidelines were followed. Minor errors occur & changes needed.	Elements are missing, not included or of poor quality. Several changes needed.	Elements inaccurate, or show incomplete knowledge or understanding. Class guidelines not met.

1. <b>Professional appearance:</b> teacher is well-groomed and appropriately dressed.				
2. <b>Classroom management:</b> materials/equip. ready, activities effectively & efficiently organized. Strategies used to promote positive relationships, consideration for diversity & a productive learning environment.				
3. <b>Learning Environment:</b> Organization of learners was appropriate in explanations, transitions and activities. Minimal wait and teacher talk time.				
4. <b>Anticipatory Set:</b> Uses an effective Set to gain students' attention. Attention getter is appropriate & effective. The purpose is congruent with objectives & safety is reviewed.				
5. <b>Task Presentations:</b> Presentation of tasks is clear & concise with audio & visual cues.				
6. <b>Checking for understanding:</b> Checked for learners' understanding at appropriate times in the lesson with effective questions (avoid yes/no responses)				
7. <b>Demonstrations:</b> Demonstrations are used to show critical elements of the skills & organization of the activities. They are accurate, clear & are shown in context.				
8. <b>Signals:</b> Start and stop signals are communicated & consistently used throughout the lesson.				
9. <b>Transitions:</b> Smooth and effective transitions between activities. Formations & activities are effective in moving the learners and/or equipment.				
10. <b>Content Development:</b> The activities showed thoughtful progression, were developmentally appropriate & demonstrated knowledge of the subject area.				
11. <b>Refinement:</b> Refinements are used to increase the quality of the movement and actions of the learners.				
12. <b>Teaching Cues:</b> A reasonable # of cues (1-3) that are meaningful, action oriented & appropriate are used for each task.				
13. <b>Feedback:</b> Variety of feedback is given to several students during the lesson. Specific, prescriptive feedback emphasized.				
14. <b>Names:</b> Uses a variety of students' names during the lesson.				
15. <b>Teacher Movement:</b> Actively supervised learners during activity by moving around to all learners.				
16. <b>Safety:</b> Safety considerations were apparent & applied.				
17. <b>Maximum participation:</b> All activities have the potential for maximum participation of learners & minimal wait time.				
18. <b>Equipment:</b> Distribution, collection and use of equipment is appropriate. Equipment used is developmentally appropriate.				
19. <b>Closure:</b> Review of lesson, specific questions, evaluation of student's performance is related to objectives & a preview of the next lesson are all present & meaningful.				

20. <b>Use of voice and enthusiasm:</b> Projection & voice tone are appropriate for learning environment. Correct grammar & talk free from slang. Teacher shows enthusiasm throughout lesson; good use of body language, facial expressions and voice.		
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**KNR Skill and Fitness Competence and Standards** The purpose of this assessment is for the teacher candidate to demonstrate attainment of the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness.

**Standards**

- NASPE-PETE-2008.2.1** Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- NASPE-PETE-2008.2.2** Achieve and maintain a health-enhancing level of fitness throughout the program.
- NASPE-PETE-2008.2.3** Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**Directions:**

To address NASPE Element 2.1, the teacher candidate will post scores from class assignments in KNR 225 (Test of Gross Motor Development), KNR 244 (Skill Test), KNR 245 (Skill Test), and KNR 246 (Dance and Tumbling Rubric) demonstrating motor skill competence in a variety of physical activities and movement patterns. Teacher candidates must post scores from at least three team sports, 2 dual sports, 1 individual sport, 1 dance activity and 1 gymnastics activity to ensure that the teacher candidate has accumulated competence in a variety of physical activity and movement patterns. Teacher candidates will also submit a reflective statement analyzing their test scores.

→Rubric for Element 2.1:

<b><i>Unacceptable-1 point</i></b>	<b><i>Acceptable-3 points</i></b>	<b><i>Target-5 points</i></b>
Does not meet the 12 <sup>th</sup> grade level of a physically educated person (NASPE)	Meets 12 <sup>th</sup> grade level of a physically educated person (NASPE)	Exceeds the 12 <sup>th</sup> grade level of a physically educated person (NASPE)

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To address NASPE Element 2.2, the teacher candidate will post scores from their Fitnessgram Assessment in KNR 156 (pre-test) and KNR 247 (post-test) in addition to a reflective paper analyzing their scores.

→Rubric for Element 2.2:

**KNR 156 and KNR 247 Fitness Testing Reflective Paper**

*At the completion of fitness testing, you will write a 3-4 page reflective summary of your individual fitness results. You will discuss your personal fitness levels and whether or not the results show that you should initiate change. You will also support the role of physical fitness and its potential impact on you as a future professional.*

<b>Unacceptable-1 point</b>	<b>Acceptable-3 points</b>	<b>Target-5 points</b>
<i>Includes a general summary of individual results of physical fitness testing outcomes and their potential impact on health. Provides minimal strategies for improving and/or maintaining results. Results are supported by personal opinion rather than educational resources.</i>	<i>Includes a clear summary of individual results of physical fitness testing outcomes and their potential impact on health. Provides specific strategies for improving and/or maintaining results. Reflects on the role of physical fitness as a professional. Results are supported by educational resources.</i>	<i>Includes an insightful summary of individual results of physical fitness testing outcomes and their potential impact on health. Provides excellent strategies for improving and/or maintaining results. Reflects on the role of physical fitness as a professional. Results are thoroughly supported by educational resources.</i>

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To address NASPE Element 2.3, the teacher candidate will post one assignment from KNR 244 and two assignments from KNR 245. Each assignment will demonstrate the teacher candidate's ability with regard to skillful movement in team, individual and dual sport activities.



## Technology Rubric

Teacher candidates demonstrate knowledge of current technology to enhance learning and integrate technology into the development and implementation of lessons.

**Purpose:** To address NASPE Element 3.7, the teacher candidate will demonstrate proficiency in two different types of educational technology and integrate the use of technology into their lessons.

**Directions:** Twice during their program of study, teacher candidates will post evidence of how they have used technology in a clinical setting. One posting will occur during the student teaching semester and one posting will occur during a Physical Education-Teacher Education field experience.

1) Select and attach two pieces of evidence that meet NASPE Element 3.7.

2) After attaching the evidence, write one reflective summary explaining how each piece of evidence demonstrated your potential to develop and implement student learning activities that include current technologies.

Examples of technology and classes where you may have used it:

KNR 158: BEST Software, pedometers, LiveText, Digital Video equipment

KNR 221: LiveText, Pedometers, Heart Rate Monitors, Digital Video equipment, Internet Resources, PDA's

KNR 225: LiveText, PDA's

KNR 242: BEST Software, LiveText, Digital Video equipment, Pedometers, PDA's, Heart Rate Monitors

KNR 247: Pedometers, Heart Rate Monitors, FitnessGram Software, PDA's

KNR 364: Web Page Development

KNR 341: Data Based Management

ST-T 399: LiveText

### **Standards**

NASPE-2008.3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Rubric**

Rubric			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
<b>Use of Technology (1, 25%) NASPE-2004.9.1 NASPE-2004.9.2</b>	Teacher candidate shows limited understanding of technology and may need extensive assistance to use the technology effectively.	Teacher candidate uses technology as it is intended to be used.	Teacher candidate uses advanced options related to the technology.
<b>Summary Statement (1, 25%) NASPE-2004.9.1 NASPE-2004.9.2</b>	Summary statement is poorly written and is limited in detail.	Summary statement demonstrates a basic understanding of technology usage.	Summary statement shows an extensive understanding of technology usage.
<b>Goals and Objectives (1, 25%) NASPE-2004.9.1 NASPE-2004.9.2</b>	Technology usage is not linked to goals and objectives of a quality physical education program.	Teacher candidate uses technology to enhance the goals and objectives of a quality physical education curriculum.	Teacher candidate clearly identifies the goals and objectives of a quality physical education curriculum and uses technology to achieve them.
<b>Evidence (1, 25%) NASPE-2004.9.1 NASPE-2004.9.2</b>	Less than two types of technology are identified and used.	Two pieces of technology are identified and used.	More than two pieces of technology are identified and used.

## Assessment Rubric

**Purpose:** The purpose of this assessment is for the teacher candidate to demonstrate the ability to create and implement appropriate assessments that are aligned with the goals and objectives of the lesson. Teacher candidates must also demonstrate the ability to reflect upon their teaching and use the reflective process to make appropriate changes to their lessons.

### Standards

- NASPE2008.NASPE.5.1      Select or create appropriate assessments that will measure student achievement of goals and objectives.
- NASPE2008.NASPE.5.2      Use appropriate assessments to evaluate student learning before, during, and after instruction.
- NASPE2008.5.3              Utilize the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.

### Assessment in Physical Education-Teacher Education Rubric

Assessment in Physical Education-Teacher Education Rubric			
	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
<b>Use of Varied Assessment Instruments (1, 33%)</b>	The teacher candidate showed limited understanding of assessment in physical education.	The teacher candidate demonstrated an acceptable level of knowledge in the use of assessments in physical education.	The teacher candidate demonstrated an extensive knowledge in the use of formative and summative assessments in physical education.
<b>Evidence (1, 33%)</b>	The teacher candidate identified one/no assessment(s) and how they were used in physical education.	The teacher candidate identified two pieces of assessment evidence and the way they were used in physical education.	The teacher candidate identified more than two assessment instruments and the way they were used in physical education.
<b>Reflective Statement (1, 33%)</b>	The teacher candidate's reflective statement was poorly written and limited in detail.	The teacher candidate's reflective statement demonstrated a basic understanding of the role of assessment to inform instructional decisions in physical education.	The teacher candidate's reflective statement demonstrated an extensive understanding of the role of assessment to inform instructional decisions in physical education.

## KNR Professionalism and Collaboration Purpose and Standards

The purpose of this assessment is for the teacher candidate to facilitate their own professional growth and development through involvement with the professional physical educational community (e.g. local, state, district, and national) and to demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

### Standards

**NASPE-PETE-2008.6.2** Participate in activities that enhance collaboration and lead to professional growth and development.

**NASPE-PETE-2008.6.3** Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

**Directions:** Select and attach two pieces of evidence that meet NASPE Elements 6.2 and 6.3. Evidence can be posted at any time while enrolled in the Physical Education Teacher Education program prior to student teaching. After attaching the evidence, the teacher candidate will write one reflective summary explaining how each piece of evidence demonstrated professionalism and collaboration. This summary must be completed during the student teaching semester in order to demonstrate a continuous commitment to professionalism and collaboration.

Possible Examples	Evidence
Membership in PETE club	Membership card scanned in
Membership in IAHPERD	Membership card scanned in
Membership in AAHPERD	Membership card scanned in
Attendance at IAHPERD Convention	Scanned in convention receipt, report of sessions attended
Participation in community service projects-: WWDOP, Big Brother-Big Sister	Letter from agency verifying participation
Participation in parent-teacher conferences during the ST semester	Letter from principal/cooperating teacher verifying participation
Collaborate with faculty by completing a Student Mentor Project	IAHPERD Verification
Collaborate with faculty by completing an Independent Study	Contract for independent study
Collaborate with faculty on a research project	Letter from faculty verifying collaboration
Others????	

## Rubric

Rubric			
	<b>Unacceptable (1 pt)</b>	<b>Acceptable (2 pts)</b>	<b>Target (3 pts)</b>
<b>Professional Development (1, 25%)</b>	Response statement is unclear. No examples are provided.	A clear statement that includes some linkage to professional development is cited. Few examples are provided.	A clear statement that includes insightful critiques about the value of professional development. Several examples of supportive evidence are provided.
<b>Collaboration (1, 25%)</b>	Provides meaningful evidence of collaboration with parents/guardians and school colleagues that show thoughtful reflection.	Provides statements demonstrating minimal attempts at collaboration.	Statements are not meaningful and little reflection is shown.//
<b>Strategies (1, 25%)</b>	Strategies provided are unclear and lack clear methods to achieve collaboration.	Professional participation record is newly established. Provides adequate strategies regarding means to achieve family and colleague collaboration.	Statement shows a clear record of professional participation. Provides excellent strategies to establish rapport with families and colleagues.
<b>Writing Style (1, 25%)</b>	Writing is inadequate	Writing is generally free of errors. Minimal changes are needed.	Writing is free of spelling and grammatical errors. Well structured, concise sentences are used.