

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 Louisiana at Monroe

2. State

Louisiana

3. Date submitted

MM DD YYYY

09 / 15 / 2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

BS Health and Physical 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

Louisiana Teaching Certificate

14. Program report status:

- ☐ Initial Review
- ☐ Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- ☐ 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)

The University of Louisiana at Monroe is located in northeast Louisiana and is part of the state University of Louisiana System. 8,541 full time and part time students are enrolled at the university. The College of Education and Human Development is located in Strauss Hall and Fant-Ewing Coliseum and is the fourth largest college on campus with 1,050 full and part-time students. Among its various goals, the College of Education and Human Development seeks to:

1. Instill within students those beliefs, dispositions, and abilities necessary to become facilitators of learning.
2. Implement and maintain a research-based curriculum that includes strategic interaction among general education, professional studies, and specialty areas with appropriate clinical and field experiences.
3. Serve as a model of quality teaching for the University and the public it serves. The organizing theme of learning facilitators is an extension of our philosophy and objectives. It reflects the goals we hold for our graduates and mirrors our adopted evaluation model.

The Department of Kinesiology is located in Fant-Ewing Coliseum, where nine full time faculty deliver the academic content and many of the clinical and field experiences to the 341 majors. The department offers a B.S. degree in Kinesiology with four concentrations. The teacher certification concentration with 64 majors was redesigned in 2004 to align the program with institutional, state and national standards and better prepare candidates with content knowledge and pedagogy skills to become effective educators. Teacher certification faculty have collaborated with local school systems, which has produced a positive environment for the school districts, faculty and teacher candidates. Professional development experiences keep the faculty grounded when teaching to the candidates. The data collected through implementation of grants, fitness measurements, cognitive tests, activity logs, etc. provide the faculty with many scholarly activity opportunities. Teacher candidates have opportunities to participate in professional development activities that are outside the normal scope of the teacher candidate's course work.

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)

See attachment "Field and Clinical Experiences BS Health and Physical Education K-12".

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)

Bachelor of Science in Physical Education program

Candidates seeking a degree in a teacher education program must meet the admission requirements of the College. Tentative admission to Teacher Education will be granted to applicants who meet general University entrance requirements. Students with a felony conviction will not be admitted to Teacher Education. Application for admission to a teacher education program should be made during the first semester following the completion of 30 semester hours and before completing 90 hours. Transfer students from other Colleges of the University and other colleges and universities who have completed

thirty or more applicable semester hours should make formal application during their second semester of enrollment. Conditional admission may be granted transfer students by the Dean of the College of Education and Human Development during the first semester if requirements are obviously met.

Requirements for Admission and Retention to B.S. in Physical Education program

1. Completion of not more than 90 semester hours, with a cumulative grade point average of 2.5 on a 4.0 scale, last grade counted.
2. Presentation of passing scores on Academic Skills tests in Reading, Writing, and Math (PRAXIS I). Information concerning registration for the exams can be obtained through the ULM Testing Services.
3. Completion of all developmental courses as required.
4. Successful completion of English 101 and 102 or their equivalents with minimum grades of "C".
5. Successful completion of required six hour Math sequence appropriate to degree program with grades of "C" or better.
6. Completion of 20 clock hours of preliminary laboratory experiences as directed in KINS 211.
7. Speech and Hearing Screening
8. Recommendation of advisor.

Applications for admission to a teacher education program are reviewed by the College's Admission Committee.

Requirements for Graduation from a Teacher Education Program

The candidate must meet all eligibility requirements for teacher certification in Louisiana, which include a 2.5 grade point average on all work toward the degree, grades of "C" or better in all courses counting toward the degree, and passing scores on all applicable portions of PRAXIS I and PRAXIS II. The candidate must also file an application for graduation with the Department Head at the beginning of the semester in which he/she plans to graduate.

Requirements for Louisiana Teaching Certification

The candidate must meet all eligibility requirements for Louisiana teacher certification before graduation. In order for a person to be granted a Louisiana Teaching Certificate upon graduation, there must be an overall grade point average of 2.5 on a 4.0 scale in all work to be credited toward a degree from an approved teacher education program. There must be no grade below C in any professional education course, psychology course, the teaching major or minor, or in specialized academic education, or general education courses. To be certified to teach in Louisiana, a person must present passing scores on all required parts of PRAXIS I and II as prescribed by the State Department of Education.

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

The ULM Interactive Learning Model: Learning Facilitators Making a Better World structures unit programs and provides focus and continuity between degree levels within individual programs and across various programs. Both initial and advanced programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program elements: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five elements, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the General Studies element, and Content and Professional and Pedagogical Studies are Integrative.

(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 program consists of four portals, and candidates must satisfy the requirements of each portal before progressing to the next level. Within each portal are unique program assessments that are aligned to program standards. Program assessments are also aligned to institutional KSDs and so may be used for unit assessment as well as program assessment. For example, the Final Assessment of Student Teaching/Internship is a unit assessment. Specific program standards are attached to create unique program assessments. In this way the Final Assessment of Student Teaching/Internship informs both the unit and individual. Key assessments are stored in TaskStream, which is the information technology system utilized to collect, aggregate, and/or disaggregate data at the candidate, program, and unit levels. Candidates must score at least 2 on a scale of 1-3 on key assessments to pass through the portals.

(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.)

BS Health and Physical Education K-12 Degree Program

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.

Field and Clinical Experiences BS Health and Physical Education K-12

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: BS Health and Physical Education K-12		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-2007	63	5
2007-2008	64	4

(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	Campbell, Wilson
Highest Degree, Field, & University ⁽⁵⁾	Ed.D in Physical Education and Administration, University of Southern Mississippi
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty, Clinical Supervisor
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⁾	Collaborated with 4 school districts in northeast Louisiana to have 4 Carol M. White physical Education grants (PEP) funded for over \$2.7 million. Presented within the last 3 years at: NASPE (2), Focused Fitness Summer Institution (2). Chairperson of the Department of Kinesiology since 2003. Chair; NCATE Standard VI committee last 2004-present. Volunteer soccer coach for community league 1995 to present.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	LaTAAP Certified Clinical Supervisor K-12. Provide PEP grant professional development workshops to three different school system physical education teachers K-12 throughout the academic years 2005-present Presently serve as Director of Monroe City School District PEP grant that includes professional development workshops K-12 and evaluation of district physical education teachers 2005-2008.

Faculty Member Name	Clark, Cissy
Highest Degree, Field, & University ⁽⁵⁾	M.S. Centenary
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Louisiana Association of Health Physical Education and Recreation Member, Faculty Advisor for the Association of students in Kinesiology, International Education Council
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Students do one observation and teaching assignment at a local elementary school, Taught American Heart Association CPR training to Teachers at Union Christian Academy, Instructor for the American Heart Association

Faculty Member Name	Coyle, Brad
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. Health Education Pennsylvania State University plus 65 hours towards Ed.D. in Health and Human Performance at Oklahoma State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty Member
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⁾	Presentation at NAKPEHE national convention Are There Values Learned by Playing Sports January 2007. Presented at AAHPERD national convention Activating Connections Between Physical Activity, Self-Esteem, and Fitness April, 2008.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Previously taught junior and senior high school physical education. LaTAAP Certified Supervisor of Field Experiences K-12

Faculty Member Name	Doherty, Mark
Highest Degree, Field, & University ⁽⁵⁾	PhD, Education
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty; CEHD Coordinator of Instructional Technology
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⁾	Research projected accepted on the effect of pod casting as a recruitment tool for national conventions; scheduled for the 2008 AAHPERD Convention, Dallas/FW in April 2008. Communications/PR chair of the American Alliance for Health, Physical Education, Recreation and Dance s Fitness and Wellness Council. Participating researcher in the state-wide LA Health grant. Presented multiple professional development sessions throughout the state during 2005-2007.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Participating researcher in the state-wide LA Health grant. Presented multiple professional development sessions throughout the state during 2005-2007. Evaluate teacher candidates in area schools as part of semester-long teacher candidate internships and/or class microteaching experiences. Certified Health Education Specialist (CHES) certification

Faculty Member Name	Thomas, Luke
Highest Degree, Field, & University ⁽⁵⁾	Ph.D. Health & Physical Education (Exercise Science emphasis)
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
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⁾	Dean, Education & Human Development, ULM, 2003-07. Thomas, L. (September, 2006). Redesign: The Never Ending Story. New Mexico State University Southern Education Summit. Las Cruces, NM. Co-investigator, La Health Grant, 2005-07.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	As a Co-investigator for the La Health Grant I trained K-12 teachers how to incorporate health & fitness into their math and science lessons.

(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	State Licensure Exam	Prior to student Teaching
Assessment #2: Content knowledge in physical education (required)	Departmental Content Planning Performance Portfolio	Portfolio	KINS 335 KINS 319
Assessment #3: Candidate ability to plan instruction (required)	Departmental Planning and Reflection Portfolio	Portfolio	KINS 334 CURR 456
Assessment #4: Internship or clinical experiences (required)	Final Assessment of Student Teaching	Observation	Student Teaching
Assessment #5: Candidate effect on student learning (required)	Impact on Student Learning	Portfolio	CURR 456
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	Growth and Development Portfolio	Portfolio	KINS 333 CURR 456
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Inclusive Practices Project Portfolio	Portfolio	KINS 408 CURR 456

Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Student Fitness Test Portfolio	Portfolio	KINS 403 CURR 456
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(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each AAHPERD/NASPE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AAHPERD/NASPE standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Content Knowledge. Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.	b	b	e	b	e	e	e	e
2. Growth and Development. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.	e	e	e	b	e	b	e	e
3. Diverse Students. Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.	e	e	e	b	e	e	b	e
4. Management and Motivation. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	e	e	e	e	b	e	e	e
5. Communication. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.	e	e	e	e	b	e	e	e
6. Planning and Instruction. Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.	e	e	b	b	e	e	e	e
7. Student Assessment. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.	e	e	e	b	b	e	e	b
8. Reflection. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.	e	e	b	b	e	e	e	e
9. Technology. Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.	e	e	e	b	e	e	e	b
10. Collaboration. Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support	e	e	e	b	e	e	e	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

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.doc

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.doc

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.doc

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.doc

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.doc

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

Assessment7.doc

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.doc

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)

Content Knowledge

All teacher candidates are required to pass the Praxis II exam in order to begin their clinical practice. ULM Department of Kinesiology teacher candidates had a 100% pass rate. Roughly 70% of all candidates had to take the PLT exam only once in order to pass and 94% passed the Physical Education Specialty Area exam on their first attempt. Praxis II tests have been validated as reliable tests of content knowledge. Passing scores on this test by our candidates indicates that the candidates, upon entering their clinical practice internship, have demonstrated command of content knowledge. Further review of the report findings demonstrates that our candidates performed well in regard to NASPE Standard 1 (Content Knowledge) with an overall standard average of 2.7 on a scale of 0-3, and 93% of the candidates scoring acceptable or target.

All teacher candidates are required to pass the Praxis II exam in order to begin their clinical practice. ULM Department of Kinesiology teacher candidates had a 100% pass rate. Roughly 70% of all candidates had to take the PLT exam only once in order to pass and 94% passed the Physical Education Specialty Area exam on their first attempt. Praxis II tests have been validated as reliable tests of content knowledge. Passing scores on this test by our candidates indicates that the candidates, upon entering their clinical practice internship, have demonstrated command of content knowledge.

Professional and Pedagogical Knowledge, Skill and Disposition

The passing rate on Praxis II Principles of Learning and Teaching for this cohort of teacher candidates was 100% with roughly 70% of the candidates passing on their first attempt. This is an improvement from the previous two years where only 54% passed on their first attempt. The increased success was due in part to many changes that were made during the State mandated program redesign in 2004. The department increased significantly the number of micro and peer teaching opportunities that teacher candidates had prior to entering student teaching in their final semester. Several courses were specifically identified (KINS 333, 334, 355, 431) where teacher candidates had additional opportunities to plan and implement instructional strategies with students in the local school systems. Our lesson planning requirements starts earlier, are more rigorous, and now candidates receive feedback from their peers, college instructor and cooperative teachers in the clinical practice sites. Teacher candidates who do not score acceptable or better on their lesson plans are remediated by the course instructor but cannot pass from portal II to portal III until meeting this program requirement. Further analysis of the report findings indicated that our teacher candidates scored 2.49 on NASPE Standard XI (Planning and Instruction) with 98% achieving acceptable or target grades. Teacher candidates scored lowest on 6.6 and 6.10 and the teacher certification faculty are aware that additional time needs to be spent on teaching candidates how to integrate academic knowledge during gym time and the short/long term benefits of a physically educated person.

Though teacher candidates are given several opportunities to reflect on their experiences as a teacher-whether working with students or collaborating with parents and fellow professionals - additional time and meaning needed to be added so candidates will understand the value of reflection. A review of NASPE Standard XIII (Reflection) indicated that teacher candidates had a standard average score of 2.1 with 92% scoring acceptable or target. This weakness will be forwarded to the department curriculum committee for review and the development of strategies to strengthen our candidates' experiences in this

area.

The assessment of teacher candidates' dispositions include self-reports about their ability to prepare and manage, communicate, enhance learning, evaluate, demonstrate respect, and show commitment to their professional growth. A specific effort has been made to increase the number of times candidates' dispositions are assessed, including assessments in multiple courses, and at multiple times throughout their candidacy. However, increased attention needs to be placed on the communicating of supervising faculty member's assessment of the candidate's disposition survey results. This is a program weakness and will be addressed through scheduled disposition/pre-professional interviews with each teacher candidate at a variety of times throughout their candidacy.

Candidates are required to write unit and lesson plans for several classes, including KINS 321, 334, 431, 408, and for clinical practice. They have a consistent college-wide format to follow which is based on best practice. However, analysis revealed a need to create a lesson plan format that will better address the specific NASPE standards, while also aligning with the college-wide format. By the time our teacher candidates enter the field they are able to demonstrate the ability to plan and implement effective and developmentally appropriate units and lessons. Another idea generated from the analysis of the data was to more thoroughly utilize the evaluations completed by supervisors of teacher candidates during the clinical practice assessment. During clinical practice our candidates have proven to be good planners and many cooperating teachers have mentioned this as an area of strength, but the ability to formalize the findings for program improvement is desirable.

Candidates are required to complete a portfolio, including a unit with ten lesson plans for high school physical education. This requirement provides ample opportunity for candidates to demonstrate their ability to effectively prepare, and subsequently teach, a lesson, but the rubric needs to be refined to better assess their abilities and measure growth in this pre-professional area. Several components of the portfolio relate to the teaching experience at the high school level where the candidates are evaluated by the school physical education teacher on their planning and implementation of a motor skill lesson and instruction of a physical education lesson to K-12 students. Again, submitted scores of our candidates indicated success in this area, but a more thorough use of the assessment system by which the site supervisors can submit their evaluations would increase our faculty's ability to address potential problems areas more efficiently. Efforts are being made to train site supervisors in the use of this system. The component of the portfolio, which is completed in KINS 334, where teacher candidates reflect on their teaching experience, identifying their strengths and weakness as a future teacher, effectively shows the students' ability to do so. However, greater attention needs to be given to providing the candidates with additional resources for continued professional growth.

This rubric and assessment is consistent with LCET standards and with the Unit/College of Education and Human Development. However, all the outcomes of the Final Assessment of Kinesiology Student Teacher rubric do not align precisely with NASPE standards. The rubric underwent work to help clarify the language so the updated rubric could be utilized in the future.

This assessment is currently conducted through pre and post-testing of students in a variety of motor skills by teacher candidates. This experience provides an effective means for candidates to acquire skills in the measurement of student learning in physical education settings. Analysis of the candidates' performance indicated that additional, portable technologies could be helpful in facilitating these measurements. The behavior management component, while a valid assessment, lacks comprehensiveness in that measurements of students' behavior prior to any candidate-generated initiatives were inconsistently recorded. This is a weakness of the program assessment that will be addressed by more effective instruction of the candidates. The portfolio components relating to the candidates' ability to manage and motivate, as well as communicate effectively, show our candidates' have achieved the ability to do so. However, a self-reflective component may have added depth to the

university and site supervisor evaluation findings. This is a weakness of the program assessment that will be addressed by integrating it into the future requirements.

The three elements of this assessment, an observation paper, lesson plans, and lesson plan implementation, give the candidates multiple opportunities to demonstrate their understanding of the physical, cognitive, social, and emotional aspects of students in a physical education setting. Our candidates have shown an understanding of the issues relating to growth and development.

The four elements of this assessment, the small group presentation, lesson plans, lesson plan implementation, and the candidates' supervisor's final grade give the candidates multiple opportunities to demonstrate their understanding of diversity issues impacting students in a physical education setting. While our candidates have shown an understanding of the issues relating to diversity, the K-12 population limits the candidates' ability to more comprehensively demonstrate this understanding. This aspect of the program assessment that will be addressed by investigating additional opportunities for candidates to explore diversity issues in physical education settings.

This assessment is currently conducted through pre and post-testing of K-12 students in a variety of health-related fitness assessments by teacher candidates, as well as use technology in the form of computers and a statistical package (SPSS) to analyze fitness data gathered from K-12 students. These experiences provide an effective means for candidates to acquire skills in the assessment of student learning in physical education settings. However, analysis of the candidates' performance indicated that updated, portable technologies could be helpful in facilitating these measurements.

The candidates' have access to multiple activities where collaboration is essential. The integration of parental communication in the form of a student health report card provides yet another opportunity for collaboration. Results from these experiences show that our candidates achieved the ability to effectively collaborate. However, the use of online technologies for increased collaboration is warranted as these technologies become available and increasing numbers of the community look for online communication.

While the candidates' ability to utilize SPSS was established, their ability to effectively utilize grading-specific software, spreadsheet software for grading purposes, and web-based development technologies, was not. These are weaknesses of the program assessment that will be addressed by integrating them into the future requirements, as well the acquisition of related technologies.

K-12 Student Learning

A critical measure of the effectiveness of a teacher candidate is the performance of the students they teach. Teacher candidates in the Department of Kinesiology are limited to two experiences in this critical area of assessment. The assessment of K-12 learning is discussed in several courses but limited hands-on- experiences are provided to our teacher candidates. Student teacher are required to do a pre/post motor skill assessment on their students then write a two page paper describing the impact they had on student acquisition of skills. A review of the report findings indicated that our teacher candidates scored a 2.5 on a scale of 0-3. This finding from the report will be forwarded to the department curriculum committee so discussions can take place on how additional opportunities can be created for our teacher candidates to gain practical experiences assessing K-12 student learning

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.)

Please click "Next"

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