

NATIONAL RECOGNITION REPORT

Initial Preparation of Physical Education Teachers

These standards can be used for program reports submitted through Spring 2010 (2/1/10). Beginning in Fall 2010 all programs must use the 2008 standards. NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for Sport and Physical Education (NASPE).

COVER PAGE

Name of Institution

University of Louisiana at Monroe

Date of Review

MM DD YYYY

02 / 01 / 2009

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Physical Education

Program Type

First teaching license

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation [See Part G]
- Not nationally recognized

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- jn Yes
- jn No
- jn Not applicable
- jn Not able to determine

Comment:

The university used the Praxis II for Health and Physical Education and the Assessments, Principles of Learning and Teaching (PLT) as the means of passing the state licensure exams at 80%. Data indicates that 80% or more of the students did pass these exams.

Summary of Strengths:

Faculty seem to be very well qualified with sufficient faculty to serve the students. There seems to be a linkage to their conceptual frame work. Students are checked several times as to their progress before graduation.

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. Content Knowledge. Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #1, #2, and #4 were identified as providing evidence for the meeting the standard. Assessment #1 uses the Praxis II Health and Physical Education content, PLT and the content knowledge test called teaching foundations test. The data shows that all of the candidates have passed all assessments; however, the data are not broken down into years as required so it is difficult to understand how many are passing for each of the three years from 2006-2008. No sub-scores are reported as required for the latest year of data collection. Assessment 2 does provide valuable information regarding standard 1. Data tables are well developed in this assessment, some revisions in the rubrics offered are necessary to fully address this standard. Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to NASPE/NCATE standards and outcomes, which are then assessed. Data is commingled and it is difficult to disaggregate the data by standard. Data need to be more clearly submitted.

The standard is marginally met.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #4, and #6 were identified as providing evidence for the meeting of the standard.

Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the NASPE/NCATE standards and outcomes, which are then assessed. Data are not disaggregated making it difficult for reviewers to determine if a specific standard is being met. Assessment #6 has several sections. Tab 1, the growth and development portfolio scoring rubric for classroom observation paper does examine standard 2, growth and development. Tab 2 College of Education lesson plan rubric does examine standard 2. Tab 3 final assessment of student teacher rubric does examine standard 2. Data on the final table are disaggregated by standard and does provide sufficient evidence of meeting standard 2. This standard is met.

Standard 3. Diverse Students. Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Met Met with Conditions Not Met

jn

jn

jn

Comment:

Assessments #4, and #7 were identified as providing evidence for the meeting of the standard. Assessment #4: See comments under Standard 2. Assessment #7 uses several assessments to provide evidence for meeting the standard, Tab 1, the inclusive practices project portfolio does examine Standard 3 diverse students. Tab 2 showed the College of Education's lesson plan rubric, which does speak to standard 3. Tab 3 looks at the College of Education's student teacher lesson rubric- observation which does speak to Standard 3. Tab 4 examines the final assessment of the student teacher rubric, which does speak to standard 3. The strength of this assessment tool along with a well-developed data table, with disaggregated data by the standard and includes percentages of successful candidates, addresses the intent of this standard. This standard is met.

Standard 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.

Met Met with Conditions Not Met

jn

jn

jn

Comment:

Assessments #5 was identified as providing evidence for the meeting the standard. Assessment #5 uses several sub tests for this standard. Tab 2 shows a behavior management scoring rubric. This rubric does provide evidence for the meeting of Standard 3, Standard 4, Standard 5, and Standard 1. Tab 3 examines the observation of a student teacher's lesson. Data are sufficient to address this standard. This standard is met.

Standard 5. Communication. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Met Met with Conditions Not Met

jn

jn

jn

Comment:

Assessment #5 is identified as providing evidence for the meeting of the standard. Assessment #5 uses several sub tests for this standard. Tab 2 shows a behavior management scoring rubric. This rubric does

provide evidence for the meeting of Standard 3, Standard 4, Standard 5, and Standard 1. Tab 3 examines the observation of a student teacher's lesson. Data are sufficient for reviewers to determine the standard is met. This standard is met.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #3 and #4 are identified as providing evidence for the meeting of the standard. Assessment #3 uses a planning and reflection portfolio unit rubric for Kinesiology 334. The University has taken the standards and the outcomes within the standards and used them as the method of measuring whether the teacher candidate has met the standard. No authentic assessment was used. This does not measure the standard in an authentic method. Tab 2 has a micro-teaching evaluation rubric, which does show more authentic measurement of this standard. Tab 3 shows an observation of the teacher candidate's lesson rubric, which does provide some evidence for the meeting of the standard. Tab 4 shows a final assessment student teacher rubric, which uses the standards and outcomes from NASPE to meet the standard with some small changes, The changes give an indication of an authentic assessment. Tab 5 uses a signature reflection paper on strengths and weaknesses of the teacher candidate. Even though the standards and outcomes are used again as the basis for this assessment, there are some authentic elements which can show that teacher candidate have passed this standard. Tab 6 shows the College of Education rubric for reflection, which could be used for passing Standard 8. All the data are not disaggregated, but does show an indication that 80% of the candidates have passed these assessments. On the strength of this assessment, Standard 6 is fully addressed. Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the standards and outcomes, which are then assessed. Data is combined together and it is difficult to disaggregate. This assessment provides only marginal evidence for the meeting of the standard. This standard is met based on the strength of Assessment 3.

Standard 7. Student Assessment. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #4, #5, and #8 were identified as providing evidence for the meeting of the standard. Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the NASPE standards and outcomes, which are then assessed. Data is combined and it was difficult for reviewers to determine if the standard is met using this assessment. Assessment #5 uses several sub tests for this standard. Tab 1 shows a pre/post test evaluation conducted by the teacher candidate. The assessment is modified and provides evidence for the meeting of Standard 7. Data need to be disaggregated. Assessment #8 uses several tabs to examine this standard. Tab 1 scoring rubric signature piece small group paper does examine this standard. Tab 2 looked at the SPSS rubric, which does address standard 9 but not standard 7. Tab 3 examined a parent letter rubric, which addresses standard 10. AB1 - AB7 specifically address standard 1 and the data table is disaggregated by standard and by number of candidates who successfully achieved this standard. This standard is met.

Standard 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.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #3 and #4 are identified as providing evidence for the meeting of the standard. Assessment #3 uses a planning and reflection portfolio unit rubric for Kinesiology 334. The university has taken the standards and the outcomes within the standards and used them as the method of measuring whether the teacher candidate has met the standard. No authentic assessment was used. This does not measure the standard in an authentic method. Tab 2 has a micro-teaching evaluation rubric, which does show more authentic measurement of this standard. Tab 3 shows an observation of the teacher candidate's lesson rubric, which does have some indication of measuring this standard. Tab 4 shows a final assessment student teacher rubric, which uses the standards and outcomes as indicators with some small changes, which gives an indication of an authentic assessment. Tab 5 uses a signature reflective paper on strengths and weaknesses of the teacher candidate. Even though the standards and outcomes are used again as the basis for this assessment, there are some authentic elements which can show that teacher candidates have met the standard. Tab 6 shows the College of Education rubric for reflection, which provides evidence for the meeting of the standard. Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the NASPE standards and outcomes, which are then assessed. Data are commingled so it is difficult for reviewers to determine if the data are aligned with the standard. This standard is met.

Standard 9. Technology. Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #4 and #8 are identified as providing evidence for the meeting of the standard.

Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the standards and outcomes, which are then assessed. Although this uses standards and the outcomes as indicators, enough changes have been made to provide evidence that the standard is being measured. Data are combined and it is difficult to disaggregate the data by standard. Assessment #8 uses several tabs to examine this standard. Tab 1 scoring rubric signature piece small group paper does examine this standard. Tab 2 looked at the SPSS rubric, which does address standard 9 but not standard 7. Tab 3 examined a parent letter rubric, which addresses standard 10. Data is sufficient to meet this standard. This standard is met.

Standard 10. Collaboration. Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well being.

Met	Met with Conditions	Not Met
jn	jn	jn

Comment:

Assessments #4 and #8 are identified as providing evidence for the meeting of the standard. Assessment #4 uses the College of Education final assessment of kinesiology student teacher rubric. Slight modifications are made to the standards and outcomes, which are then assessed. Data is combined and it is difficult to disaggregate the data by standard. Assessment #8 uses several tabs to examine this standard. Tab 3 examined a parent letter rubric, which addresses standard 10. Data are sufficient to suggest that the program meets this standard.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Assessment indicate candidates know their content.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Adequate information is given to indicate that the teacher candidates have the ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

C.3. Candidate effects on P-12 student learning

There is enough evidence presented to show through assessments that there is an effect on P-12 student learning by the teacher candidates.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

It does look like the faculty are reviewing and examining the result of these assessments, looking for ways to improve their teacher candidate's performance, and are striving to continually improve their program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The data needs to be separated out more from all the assessments. Each year should be done separately and then combined for a summary score Tests like the Praxis should be examined within the context of sub-tests of the Praxis for additional information. The examination of subscores would provide faculty members with more specific information to evaluate for possible program change.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

F.2. Concerns for possible follow-up by the Board of Examiners:

PART G -DECISIONS

Please select final decision:

jm Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.*

Please click "Next"

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