

## **Section I – Context**

### **1. State and Institutional Policies**

The HPETE program is a separate physical education degree in the Department of Kinesiology and Health Studies, which is in the College of Nursing and Health Sciences. This recent transition from being a concentration in a kinesiology degree gives increased curricular freedom to meet the particular needs of teacher education. External mandates include state requirements that physical education and health be a single teacher certification in a degree which must require no more than 124 semester hours, and that teacher candidates must pass the Praxis I, the Praxis II in the content area, and the PLT. Candidates must also meet College of Education and Human Development requirements for program admission, education coursework, and portfolio.

Southeastern Louisiana University's teacher education programs are designed to meet the requirements for Louisiana certification. Recent revisions reflect a mandate from the *Louisiana Blue Ribbon Commission on Educational Excellence* to revise existing education programs. The commission was formed by the state Board of Regents and the Board of Elementary and Secondary Education in April of 1999 for the purpose of improving teacher quality in Louisiana. The Commission was composed of thirty-one state, university, district, school, and community leaders. It was given the charge to recommend policies to the Governor, Board of Regents, and Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students. The commission met from September 1999 to May 2001.

This is the first catalog year for the addition of two new courses to the HPETE curriculum, KINL 221: Theories and Practice of Elementary School Physical Education (elementary movement content), and KIN 251: Motor Development. Their role in the curriculum is described, and will be part of the experience of graduates in the next accreditation cycle. Some courses have been renumbered or somewhat altered, but not in ways that significantly affect program content and delivery. (To avoid confusion, only course numbers and structure of the 2006-07 catalog are used in this portfolio.) Another change is that we have been allowed to add content-specific items to the final evaluation of student teaching, beginning fall, 2006. The final change affecting curriculum and data collection is that Southeastern is completing its move to on-line student portfolios (PassPort) at the time this is being written.

There are three interrelated sets of standards that govern the application of NASPE standards: Louisiana Components of Effective Teaching (LCET), INTASC/NCATE, and The College of Education and Human Development's Conceptual Framework, The Effective Educator. Louisiana's Teaching Standards for both new and experienced teachers—the LCET—were developed from the professional knowledge base on teaching and "craft knowledge" acquired by experienced educators. The LCET form the criteria used to assess the teaching practices of new and experienced teachers. The State Board of Elementary and Secondary Education approved the LCET in September 1992. Revisions to the Components are approved by the SBESE as needed. In addition, the state mandates that programs meet NCATE standards.

## **2. Description of Field & Clinical Experiences**

Candidates are required by state mandate to accumulate a minimum 180 hours observing and teaching before student teaching. Some hours are gained in education courses (minimums are 15 in EDUC 201/211, 10 in EPSY 301, 10 in EDUC 315, 10 in EDUC 472, 20 in COMM 210), and the rest in work tied to kinesiology and health classes (12 in KIN 251, 5 in 351, 13 in 460, and 4 in HS 402). These are the minimum hours candidates earn in these courses; they are responsible for putting in the extra hours to achieve the full 180.

By having varied field experiences, candidates gain experience with a variety of ages and populations in different settings.

Within the department, ongoing communication has developed a coherent core of classes, so that candidates progress in their teaching skills, and department course instructors know what the candidates have learned in prerequisite courses. All candidates take a series of ten lab courses, in which they develop skill and analysis competencies and activity-specific pedagogical knowledge, and some include a field experience component. Most of these can be taken at any point in the program, but the new course, KINL 221: Theories and Practice of Elementary School Physical Education, is a prerequisite to KIN 251: Motor Development and Movement, which is a prerequisite to KIN 351: Physical Education in the Elementary School. In 221, candidates are introduced to developmental activities and sequences appropriate to elementary, and begin writing lesson plans based on state standards and benchmarks. (Louisiana's physical education standards are the seven adopted by NASPE before they were collapsed into six standards. Most candidates use Making Connections, an online lesson plan program from the state Department of Education, as it allows them to select the particular state standards and benchmarks a lesson is to address, as well as the standards and benchmarks from other content areas when doing integrated learning.) In KIN 251, candidates will spend time each week across most of the semester with a local certified elementary physical educator. In this experience, they will do observations, including labs based on course content, and assist the teacher. A portion of their course grade will be based on the teacher's assessment of their performance. In 351, candidates plan and teach short units to children in a local elementary school under direct supervision of the course instructor. Every class they teach is taped, and they write structured self-evaluations which address teaching behaviors such as quantity and quality of feedback, clarity of instruction, and goals for teaching future classes.

This course is a prerequisite to HS 402: School Health Education and the capstone course, KIN 460: Teaching Physical Education in the Secondary Schools. Through advisement, many students take these courses so that they take 351, 402, and 460 in the three semesters preceding student teaching, though they may take 402 and 460 concurrently. In 402, candidates plan and teach several health classes in area schools under direct supervision of the course instructor. (Although the content of 402 is separate from NASPE accreditation, the expectations for planning, professionalism, and some teaching skills are carried on from the candidates' experience in 351. Thus, it is relevant to describing how the program works.)

Candidates also take KIN 491: Adapted Physical Education their senior year, in which they work directly with people with disabilities in an on-campus setting each week.

In 460, candidates have their most intense and authentic experience before student teaching. Kinesiology 460 is our department's secondary methods course. The candidates are provided opportunities to observe, participate, and teach in a secondary public school setting. The candidates are required to prepare one 6-week unit of instruction that is implemented in

a junior or senior high school setting. Candidates are assigned to a mentor teacher and report early in the semester to become oriented with routines, procedures, and students. Because much of the professional socialization at this point is from the mentor teacher, sites are selected based on those teachers' ability to model effective teaching and to develop candidates' skills and professionalism. Mentor teachers meet with the university instructor at the beginning of the semester to familiarize them with course expectations and assessment instruments, and at the end of the semester to debrief and reflect on the field experience. Mentor teachers keep a daily journal and evaluation that candidates and the university instructor read and initial each week. When indicated, changes or clarifications to the field experience may be implemented during a semester.

After the third week of the semester, candidates report daily to the school site for one class period to implement their unit of instruction. Mentor teachers complete daily logs that include specific feedback on the candidate's instruction. The university supervisor observes the candidate at least once per week and completes an evaluation. The candidates are required to reflect daily on their instruction and provide meaningful and thoughtful strategies to improve. Candidates compile an extensive unit plan that documents their planning, teaching, reflections, and impact on student learning, as documented in Section IV, Assessment 3.

In student teaching, candidates spend a semester (15 weeks and 270 clock hours) in an area public school. At minimum, they must plan and teach 180 hours. (Teaching the mentor teacher's plan or assisting the mentor does not count toward this.) All are observed and formally assessed a minimum of four times by the university supervisor, as well as the day-to-day feedback and two formal evaluations by the site supervisor.

### **3. Program Admission, Retention, & Exit Criteria**

Criteria for admission to and retention in teacher education are established and administered by the College of Education and Human Development. Admission to teacher education requires a 2.5 GPA, passing EDUC 201/211 with a B or higher and a C or better in ENG 102, passing scores on Praxis I or a composite ACT of 22 or higher, and submission of an acceptable introductory portfolio on PassPort, an online portfolio system described in Section IV, Assessment 5. Candidates also complete a speech and hearing screening and must never have been convicted of a felony. HPETE faculty assess some PassPort components online for the introductory and developmental portfolios. Although EHD wrote the rubrics for these components, HPETE faculty interpret them in the context of teaching physical education. For example, when KIN 351 and 460 instructors complete the LCET online at the end of each semester, LCET item I12: “Demonstrates ability to communicate effectively with students” might be interpreted in some content areas in terms of verbal communication, but physical education candidates must employ accurate, clear, congruent explanation *and* demonstration (teacher, student, or video) to earn a passing score for the item.

Admission to student teaching requires completion of degree coursework while maintaining a 2.5 GPA with a minimum grade of C on all courses required for the degree (see first attachment); passing scores on the Praxis II: 0091 Health and Physical Education, and Principles of Learning and Teaching (many take K-6, which most closely aligns with their education coursework); and submission of an acceptable developmental portfolio on PassPort.

Graduation requires satisfactory completion of student teaching (minimums of 270 total clock hours and 180 hours of direct instruction, and satisfactory evaluations from supervisors), and submission of an acceptable competency portfolio on PassPort. University supervisors are HPETE faculty with experience as K-12 teachers.

#### **4. Program Relationship to Unit Conceptual Framework**

The HPETE faculty in the Department of Kinesiology and Health Studies share the College of Education and Human Development's commitment to producing effective educators who demonstrate *standards-based instruction, knowledge of the learner, best pedagogical practices, content knowledge, diversity, and technology.*

All instructional planning by candidates, whether in the KINL series courses or in student teaching, must identify the *state standards and benchmarks* the lesson will further, and lesson content and assessment must be consistent with those standards and benchmarks.

*Knowledge of the learner* is obtained two ways. Candidates learn in classes, such as motor development and adapted physical education, of developmental changes and their impact on planning and instruction. Second, candidates observe students and communicate with their teachers in order to identify skills and interests of children they will teach, and this information must be reflected in their planning and teaching.

*Best pedagogical practices* are the core of the professional coursework in health and physical education. A program strength is use of reflective cycle beginning with the first methods course, in which candidates tape and carry out structured assessments of their lessons to elementary classes. The focus is on effective teaching, especially quality and quantity of feedback, and student time on task at appropriate difficulty levels is emphasized in evaluating candidates' lessons. In the capstone KIN 460 course, these expectations are maintained and further requirements for content development and student assessment are added.

As the curriculum attachment shows, the program requires 44 hours of kinesiology and 16 hours of health studies coursework, giving candidates breadth and depth in *content knowledge*. Candidates also take 21 semester hours of education (12 classroom, 9 student teaching) and 42-43 hours of general education courses.

*Diversity* is addressed in multiple courses. In KIN 351, the diversity emphasis is on NASPE standard five, teaching and reinforcing personal responsibility and respect for others in their elementary classes, and on bullying. In three health classes (402, 461, and 251) diversity is a major focus. Candidates study the different aspects and forms of diversity, and culturally/developmentally appropriate ways of teaching diversity in health and physical education. Meeting the needs of students with different needs and skill levels is an expectation in all field experiences.

*Technology* is widely used in the program. Candidates write most lesson plans online, and use many online resources, such as PECentral. HPETE faculty successfully wrote a university grant for digital video cameras to facilitate these self-evaluations. Southeastern has unusually good internal grant programs for technology and equipment to enhance teaching. Since 2004, \$9538.79 in grants for digital video camera/laptop computer systems and activity equipment has been funded for physical education teacher education. This is in addition to funding for similar materials in health education.

## **5. Program Assessments & Relationship to Unit Assessment System**

Four assessments unique to the HPETE program are included in this document. All are consistent with aspects of the Conceptual Framework, but evaluate content specific to physical education.

In KIN 251 Motor Development, candidates are introduced to systematic skill analysis and the biomechanics of skill acquisition. Because this is such a key skill underlying planning and feedback, their ability to analyze movement is formally assessed and this is reported for NASPE accreditation (Section IV, assessment 6).

The KIN 460 portfolio (Section IV, assessment 3) demonstrates HPETE candidates' acquisition or mastery of key pedagogical skills in the areas of planning, teaching, assessment and reflection.

The Department Content Exam (Section IV, assessment 2), evaluates their knowledge of activities they may later teach.

KHS faculty were allowed to make an addendum to the LCET evaluation in order to address the NASPE Standards that were not included in the generic evaluation form (Section 4, assessment 4). This instrument was first developed and piloted in Fall 2006. We plan to use what we learn about our candidates, the instruments, and program to revise them as needed. We also look forward to using the data gathered from these instruments to make program improvements.

**BS in Health and Physical Education Teacher Education  
2006-2007 Catalog**

FIRST YEAR

FIRST SEMESTER	S.H.	SECOND SEMESTER	S.H.
*English 101 (Freshman Composition)	3	*English 102 (Critical Reading & Writing)	3
*Mathematics 161 (College Algebra)	3	*Mathematics 162 or 241 (Trig or Statistics)	3
†Health Studies 132 (Personal Health)	2	*Chemistry 101/103 or 121/123 (Chemistry + Lab)	4
*General Biology 151/152 (Genl Biology + Lab)	4	†Kinesiology 191 (Intro to Kinesiology)	1
†Kinesiology Lab 2xx <sup>1</sup>	1	History 201 or 202 (American History)	3
*Psychology 101 (General Psychology)	3	†Health Studies 131 (First Aid & CPR)	2
Orientation	<u>0-1</u>	†Kinesiology Lab 2xx <sup>1</sup>	<u>1</u>
	16-17		17

SECOND YEAR

2 (Literature)	3	†Kin 275 (Anatomical Kinesiology)	3
*Zoology 250/252 (Anatomy & Physiology + Lab)	4	†Kinesiology Lab 2xx <sup>1</sup>	1
†Kinesiology Lab 2xx <sup>1</sup>	1	†Kinesiology Lab 2xx <sup>1</sup>	1
†Kinesiology Lab 2xx <sup>1</sup>	1	†EPSY 301 (Ed Psych)	3
††Education 201 (Intro to Education)	1	†Kin 251 (Motor Devel) (Prereq to 351)	3
†Education 211 (Diversity in Education)	2	Social/Behavioral Elective <sup>2</sup>	3
*Communication 210 (Comm in the Classroom)	<u>3</u>	†Health Studies 162 (Drugs & Society)	<u>3</u>
	15		17

THIRD YEAR

†Kinesiology 321 (Motor Learning)	3	†Kinesiology 431 (Measurement & evaluation)	3
†Kinesiology 392/393 (Exercise Physiology)	3	†Kinesiology 443 (Org and Admin of PE)	3
†Educational Psychology 315 (Classroom Motiv)	3	†Health Studies 461 (School Health program)	3
†Health Studies 251 (Human Sexuality)	3	†Kinesiology Lab 2xx <sup>1</sup>	1
†Kinesiology Lab 2xx <sup>1</sup>	1	†Kinesiology Lab 2xx <sup>1</sup>	1
†Kinesiology Lab 2xx <sup>1</sup>	1	†Kinesiology 351 (Elementary PE Methods)	
		(Prereq to HS402, Kin 460)	3
†Kinesiology 436 (Sport Psychology)	<u>3</u>	Music, Art, Dance, or Theater	<u>3</u>
	17		17

FOURTH YEAR

†Kinesiology 372 (Biomechanics)	3	†Education 486 (Student Teaching)	<u>9</u>
†Kinesiology 460 (Secondary PE Methods)	3		9
†Education 472 (Teaching Reading in Content Areas)	3		
†Kinesiology 491 (Adapted Physical Education)	3		
†Health Studies 402 (Health Methods)	<u>3</u>		
	15		

Orientation 101 is not required of transfer or readmitted Southeastern students with 30 hours or more.

† Major course; grade of C or higher is required.

†† Major course; grade of B or higher is required.

\* Grade of "C" or higher is required.

<sup>1</sup> Kinesiology Labs required for this degree are: Theories and Practice of Swimming 209, T and P of Badminton-Tennis 210, T and P of Recreational Games 212, T and P Golf and Outdoor Leisure Pursuits 213, Fundamentals of Fitness and Conditioning 214, T and P of Soccer-Track and Field 217, T and P of Flag Football-Softball 218, T and P of Basketball-Volleyball 219, T and P of Elementary School Physical Education 221(prerequisite to Kin 251) , T and P of Teaching Dance 222

<sup>2</sup> Social/Behavioral Electives must be selected from Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

**Attachment A: Candidate Information**

<b>Program: BS HPETE</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
Fall 2006	35	7
2005-06	34	12
2004-05	Data unavailable	17

<b>Program: Alt Cert HPETE</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
Fall, 2006	7	0
2005-06	Data unavailable	1

Attachment B: Program Faculty

<b>Name</b>	<b>Degree, Field and University</b>	<b>Role</b>	<b>Rank</b>	<b>Tenure status</b>	<b>Major contributions</b>	<b>Years P-12</b>
Edward Hebert	Ph.D. in Kinesiology, Louisiana State University	Department head	Associate Professor	Tenured	Teaches KINL courses for majors. Research includes long-term physical education teacher efficacy project. Advising	1
Harold Blackwell	Ph.D. in Physical Education, University of Southern Mississippi	Driver ed coordinator	Professor	Tenured	Directs and teaches driver education courses for add-on certification. Advising.	7
Mildred Naquin	Ph.D. in Health Education, University of Maryland	Health education	Associate Professor	Tenured	Collaborative research with kinesiology faculty on activity and nutrition status of Louisianans. Teaches health education.	8
Ed Walkwitz	Ph.D. in Physical Education, Louisiana State University	Adapted coordinator	Associate Professor	Tenured	Directs and teaches adapted courses--one required for degree, three further required for add-on certification. Advising. Supervises adapted physical education practicum	3
Charlotte Humphries	Ph.D. in Physical Education, Louisiana State University	Elementary methods and motor development	Associate Professor	Untenured	Teaches elementary methods and motor development. Research includes long-term physical education teacher efficacy project. Advising.	4
Kay Daigle	Ph.D. in Kinesiology, Louisiana State University	HPETE coordinator and secondary methods	Assistant Professor	Untenured	Teaches secondary methods and measurement. Research includes long-term physical education	10

					teacher efficacy project. Advising.	
Dorothy Jacobsen	Ph.D. in Human Performance: administration and teaching, University of Southern Mississippi	Course scheduling coordinator, curriculum coordinator.	Instructor	Nontenure track	Coordinates department curricula and course schedules. Teaches in KINL series. Advising.	18
Diane Cole	M.A. Health Studies, Southeastern Louisiana University	Health education	Instructor	Nontenure track	Teaches health education.	20
Brad Jones	M.Ed. Physical Education, University of Memphis	Physical education	Instructor	Nontenure track	Teaches in KINL series. Advising.	0
Ron Smith	M.A., Ed Admin with emphasis in health and physical education, Southeastern Louisiana University	Physical education	Adjunct instructor	Nontenure track	Teaches in KINL series.	14
Madge Ashy	Ph.D. in Physical Education, Louisiana State University	Retired Associate Professor	Adjunct instructor	Nontenure track	Supervises student teachers	19

**Section II – List of Assessments**

	<b>Title</b>	<b>Type</b>	<b>When administered</b>
1. Content Knowledge	Praxis II: Health and Physical Education	State Licensure	Before student teaching, during methods phase
2. Content Knowledge	Department content exam	Exam	Student teaching
3. Pedagogical and Professional Knowledge, Skills, and Dispositions	KIN 460 Portfolio	Portfolio	Capstone methods course before student teaching
4. Pedagogical and Professional Knowledge, Skills, and Dispositions	Louisiana Components of Effective Teaching (LCET)	Cumulative	Student teaching
5. Effects on Student Learning	PassPort Portfolio	Portfolio	Senior year
6. Additional Assessment	Intratask development sequence scoring	Exam	KIN 251: Motor Development, before admission

AAHPERD/NASPE STANDARD	APPLICABLE ASS SECTI		
<b>1. Content Knowledge.</b> Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.	<input checked="" type="checkbox"/> #1	<input checked="" type="checkbox"/> #2	<input type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input checked="" type="checkbox"/> #6	<input type="checkbox"/> #7
<b>2. Growth and Development.</b> Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>3. Diverse Students.</b> Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input checked="" type="checkbox"/> #3
	<input type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>4. Management and Motivation.</b> 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.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3
	<input type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>5. Communication.</b> Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3
	<input type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>6. Planning and Instruction.</b> 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.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input checked="" type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>7. Student Assessment.</b> Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input checked="" type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>8. Reflection.</b> 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.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input checked="" type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>9. Technology.</b> Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7
<b>10. Collaboration.</b> Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.	<input type="checkbox"/> #1	<input type="checkbox"/> #2	<input type="checkbox"/> #3
	<input checked="" type="checkbox"/> #5	<input type="checkbox"/> #6	<input type="checkbox"/> #7

## **ASSESSMENT 1: PRAXIS II: PHYSICAL EDUCATION CONTENT KNOWLEDGE**

### **Narrative**

Candidate performance supports that Southeastern's graduates have achieved an appropriate standard of content knowledge. The requirement that they pass Praxis II before student teaching is an effective external standard for validating program content and expectations. The fact that the mean is nine points above the minimum, and the range extends to 26 points above it, gives additional evidence of program and candidate quality.

Subscore data by graduation semester were not available for preparing this report, but the Institutional Summary Report provides clear indicators. These data are for the 17 candidates, including three who failed, who took the test between September, 2005 and August, 2006. Most of these are among the 2006-07 cohort of student teachers. Southeastern's mean scores in all six subscales are at or above the mean for all state institutions. All are comparable (at or within two points) to the national mean, except for biomechanics. A likely explanation for this dip is that these students had not taken a motor development course, in which a major component is biomechanical analysis of different levels of basic skill performance, so they lacked a developmental perspective on skill analysis. As the new curriculum is implemented, these scores will be monitored for improvement.

**Data Table: Praxis II**

Assessment Used	Percentage of program completers at Acceptable Level (mean/range)*		
	Fall, 2006 N=7	2005-06 N=13	2004-05 N=17
Praxis II: Physical Education 0091 (criterion score = 146)	100 (155.1/147-172)	100 (153.9/146-167)	100 (155.9/147-167)

\*Because the state mandates the criterion scores, we have not designated a third (target) level.

**Institutional Summary Report: Detailed Score Information**

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. Fundamental Movements, Motor Development, and Motor Learning	27-36	60%	56%	62%
II. Movement Forms	24-27	68%	65%	70%
III. Fitness and Exercise Science	22-26	75%	72%	75%
IV. Social Science Foundations	12-14	63%	60%	65%
V. Biomechanics	7-10	54%	54%	59%
VI. Health and Safety	15-16	70%	67%	71%

## **ASSESSMENT 2: DEPARTMENT CONTENT KNOWLEDGE EXAM**

### **Narrative**

Fall, 2006, saw the first group of student teachers to graduate who have taken the test. The pass rate is lower than for other assessments, though still above 85%. This suggests that candidates retain an adequate amount of content knowledge, especially as teachers are expected to review material in preparing and teaching a unit, so would not be dependent on what they remember from coursework.

This exam is a work in progress. Instructors of these laboratory courses are asked each year to review the questions relevant to their course and revise accordingly to ensure content validity. Questions also will be added so that the test includes material from the new elementary content lab course.

### Description

This instrument contains 104 items covering the content from the department's laboratory content courses (tennis, badminton, golf, conditioning and fitness, soccer, track and field, softball, flag football, swimming, dance, recreational games, volleyball, basketball). It was designed to address candidates' knowledge of activity content in greater depth than in Praxis. Instructors of these courses were asked to submit approximately 5 questions from each content area. These questions were compiled into one exam. This exam is administered to the candidates during their first semester introduction course and then again during the last semester before student teaching.

### Scoring Guide: Department Content Knowledge Exam

Unacceptable	Acceptable	Target
< 70%	70%	90%

### Data Table: Department Content Knowledge Exam

Assessment Used	Percentage of program completers at Unacceptable Level	Percentage of program completers at Acceptable Level	Percentage of program completers at Target Level
Department Content Knowledge Exam			
Spring, 2007	14	86	0

### **ASSESSMENT 3: KIN 460 PORTFOLIO**

In the KIN 460 (Secondary Methods) portfolio, candidates demonstrate their knowledge, skills, and dispositions relevant to standards 3 and 6, as well as impact on the learner (standards 7, 8). Fall, 2006 was the first semester in which the KIN 460 portfolio was done. Data are reported for those nine students who are currently student teaching (spring, 2007).

The data support that these candidates were performing at an appropriate level. As in the PassPort portfolios, candidate scores for writing objectives indicate that some are more proficient, though all are adequate. At the same time, they are scored higher on their reflections here than in PassPort. Two possible reasons appear for this. First, these are two different groups of students (fall, 2006 and spring, 2007), so making direct comparisons such as this can't really be supported. Second, even though this was the first time candidates presented material in this format, they had two prior semesters experience writing reflections within the department, but not for education, so familiarity with expectations could have been a factor. (From now on, all student teachers will have written reflections on PassPort for the education faculty, so should become familiar with that set of expectations.) This will be monitored to see if this "gap" in how their reflections are scored persists.

## **KIN 460 Portfolio Description**

*(Some component scores are not reported, so have been deleted from this list.)*

*Describe your class diversity.* Address learning styles, skill levels, gender, and inclusion students. How will you modify your lessons to accommodate these differences?

*Unit goals and objectives.* Write at least 4 goals for your unit. Align these goals with our state standards and address all domains of learning. Write 5 objectives for each goal that will be addressed during your lessons. Follow the ABCD (actor, behavior, criteria/cues, degree of success) method for writing objectives.

*Block plan.* Create a 6-week block plan. Include daily objectives, activities, and assessments.

*Lesson plans.* Include the lesson plans that you will use during this practicum. Follow the rubric given to you during the first week of class.

*Assessment plan.* (The same assignment is used in KIN 460 that is used in student teaching.) Describe your assessment plan. Be certain to include a pre-test, formative assessment, and post-test. Follow the instruction sheet given during the first week of classes (Impact on Student Learning).

**Assessment Plan Description** (Copy of instructions given to students)

- 1. Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

*The Table should include:*

- A) Type of assessments (e.g., pre, formative, or post).
- B) The learning objectives; these are specific to the learning activities.
- C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

- 2. Provide a narrative description which:**

- Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,
- Explains why you have chosen each of these assessments to attain your stated learning objectives,
- Provides assessment instructions that are understood by all students,
- Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,
- Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

3. **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

*Impact on student learning data analysis.* Insert your analysis of student learning based on pre-post test. See rubric for specifics.

### Reflecting on the Impact of Instruction

1. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?
3. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
4. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
5. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

*Reflection paper.*

- How has this experience helped you in becoming a more effective teacher?
  - Define “effective teacher” – use the summative reflection form and professional attribute form to help you do this.
  - Describe specific events/activities.
  - Discuss how collaborating and interacting with peers, cooperating teachers, university supervisor, and students helped you in this process.
  - How did your own self-reflections help you?
  - Describe some (at least one from each category) weaknesses that emerged as you planned and taught your lessons (planning, management, instruction, and professional attributes).
  - How did you realize that these were weaknesses?
  - What strategies did you utilize to address/correct these weaknesses?
  - Discuss several goals that you will set to accomplish during student teaching.

- Describe strategies that you will use to accomplish these goals.
- What impact did you/lessons have on student learning? Be very specific with examples and how you knew that your lessons had an impact.
- What did you do to address diverse learners? How were these learners identified? Give specific examples of how you modified your lessons to address these differences. Be sure to talk about learning styles, skill levels, developmental levels, cognitive functioning levels, and inclusion students.
- What background experiences did you bring to the gym that influenced your teaching and interactions with the students and supervisory staff?
- Describe your classroom management plan and discuss the implementation and effectiveness of your plan. Be specific with examples.
- Make certain that this paper is of the highest quality. Spell check, use peer check, and proof read to make sure that it is grammatically correct. Points will be deducted for obvious errors.

**Rubric: KIN 460 Portfolio and Alignment With NASPE Standards**

<b>CATEGORY</b>	<b>NASPE Standard</b>	<b>Unacceptable (1-2 points)</b>	<b>Acceptable (3-4 points)</b>	<b>Target (5 points)</b>
Knowledge of Students and Class Diversity	3	Information about students' characteristics and learning needs is limited or not included.	Some information is presented about students' prior knowledge, background, and learning modification needs.	Candidate provides comprehensive information about student characteristics and the effect on learning and instructional modifications.
Unit Learning Objectives	6	Objectives are developmentally inappropriate, incomplete, do not address the domains of learning, are not measurable, and no link to standards, students skills, interests, or background.	Objectives are developmentally inappropriate in most domains, partially address the domains of learning and are inconsistently measurable. No link to standards or student skills, interests, or background.	Developmentally appropriate objectives in all domains of learning are measurable and link standards-based content to student skills, interests, and background.
Standards-based lesson content	6	Not attempt is made to connect lessons to standards. Lessons are not logically organized.	Standards are partially addressed with lessons not logically organized.	Lessons address standards and are organized sequentially into a logical unit.
Unit Assessments	7	Assessments are not aligned with objectives and/or standards. Only one, if any, assessment is used. No pre-post test is used.	Assessments lack a clear alignment with objectives and/or standards. Limited assessments are used. Pre/post test is used, but not developed.	Assessments are directly aligned with objectives and standards; reflecting knowledge of students' prior knowledge, needs, and backgrounds. A variety of assessments are used throughout the unit including a pre/post test.

Pre-Post test data analysis	7	No data or analysis is presented.	Relevant assessment data is incomplete. Analysis offers few links between data and knowledge. The analysis is vague and lacks detail and description.	Relevant assessment data is comprehensive and compiled for all students. Analysis makes explicit and appropriate links between assessment data and knowledge. Analysis is detailed and descriptive.
Impact on Student Learning	7	No evidence is presented.	Limited reference to impact is made. Limited attempt is made to plan future lessons.	Candidate uses data on student learning to plan and implement follow-up lessons/activities specific to the needs of the students.
Reflections	8	No reflections submitted.	Limited reflection on own practice. Limited references to assessment data.	Reflects thoughtfully on own practice using professional terminology. Reflections are based on assessment data, objectives, and lesson modifications to meet the students' needs.

**Data Table: KIN 460 Portfolio**

<b>Assessment Used</b>	<b>Percentage of program completers at Unacceptable Level</b>	<b>Percentage of program completers at Acceptable Level</b>	<b>Percentage of program completers at Target Level</b>
Knowledge of Students and Class Diversity	0	22	78
Unit Learning Objectives	0	44	56
Standards-based lesson content	0	11	89
Unit Assessments	0	22	78
Pre-Post test data analysis	0	0	100
Impact on Student Learning	0	0	100
Reflections	0	0	100

## **ASSESSMENT 4: LOUISIANA COMPONENTS OF EFFECTIVE TEACHING (LCET)**

### **Narrative**

The LCET is completed by the mentor teacher at the end of the student teaching semester. All mentor teachers must have completed an approved course in supervision, and attend a training session at the beginning of each semester in which they supervise student teachers. Also, the university supervisor and the mentor teacher have a conference in which they review all items before the supervisor signs the LCET.

This is probably the most powerful single assessment of the candidates, as it scores graduating student teachers on aspects of nine of the ten standards. As shown in the attachment, Standard 6 is the most completely documented, with 16 items, followed by Standard 7 (10 items), Standard 4 (8 items), and Standard 5 (5 items). Alignment of items with NASPE standards is indicated on the summary data table.

Overall, the highest scores tend to cluster around Standards 4, 5, 6, and 7. The cluster of Standards 4-6 represent the act of teaching itself—management, communication, motivation, and instructional skills.

There were occasional scores below criterion level, but there is no pattern suggesting an area of weakness, especially as none of these scores were 1s (has not developed or used this skill). The lowest mean scores relate to technology. This is not surprising, as some schools have technology available for use in physical education and some do not. Where there is little or no technology available, candidates and teachers will not show much skill at using it. The Department of KHS is increasing its implementation of usable technology, such as pedometers, in its courses, so that candidates can develop an awareness of the different forms and uses of technology in teaching physical education.

## Instrument, Scoring Guide, and Data

To avoid needless and confusing repetition, the usual attachments have been combined, so that program data have been included with the instrument. The scoring guide is part of the instrument, immediately before the table. A score of 1 or 2 is unacceptable; 3 is acceptable; 4 is target. In future years, columns will be added as needed and page orientation switched to accommodate increased information. On the actual instrument, four columns (for each of the scale levels) appear to the right of the items. Not all items assessed in the final report are relevant to NASPE standards; those few have been edited from the table.

Southeastern Louisiana University



### Final Report on Student Teaching/Internship/Practicum

**Directions:** Please evaluate the student teacher/intern in each of the areas listed below. This evaluation should be completed jointly by the supervising/mentor teacher and the student teacher/intern. Please use the comments section under each major category to explain your ratings and/or add additional information. Documentation must be provided for any ratings and/or add additional informational. Documentation must be provided for any rating of 1.

**The scale is:**

- 1 – Has not developed or used this skill
- 2 – Is beginning to incorporate this skill
- 3 – Uses this skill appropriately and competently
- 4 – Uses this skill consistently with a high degree of competence and confidence

Assessment Used: Louisiana Components of Effective Teaching (LCET)	NASPE Standard	% program completers at Unacceptable (score earned of 1 or 2) Fall, 2006	% program completers at Acceptable Level (score = 3) Fall, 2006	% program completers at Target Level (score = 4) Fall, 2006
<i>Planning</i>				
1. Specifies learner outcomes in clear, concise objectives	6	0	43	57
2. Includes activity/activities that develop(s) objectives	6	0	29	71
3. Identifies and plans for individual differences	3	14 (2)	43	43
4. Identifies materials, other than standard materials, as needed for lesson	6	0	57	43
5. States method(s) of evaluation to measure learner outcomes	7	0	57	43
6. Develops short term and long term instructional plans based on state standards, benchmarks, and/or GLEs	1	14 (2)	29	57

7. Plans for the use of technology	9	29 (2)	57	14
<i>Management</i>				
1. Organizes available space, materials, and/or equipment to facilitate learning	4	0	29	71
2. Promotes a positive learning climate	4	0	14	86
3. Manages routines and transitions in a timely manner	4	0	14	86
4. Manages and/or adjusts allotted time for activities planned	4	14 (2)	14	71
5. Establishes expectations for learner behavior	4	0	43	57
6. Uses monitoring techniques to facilitate learning	4	0	0	100
<i>Instruction</i>				
1. Initiates lesson effectively	6	0	71	29
2. Uses technique(s) which develop(s) lesson objective(s)	6	0	43	57
3. Uses a variety of teaching materials to achieve lesson objective(s)	6	0	43	57
4. Sequences lesson to promote learning	6	0	43	57
5. Adjusts lesson when appropriate	6	14 (2)	0	86
6. Integrates technology into instruction	9	14 (2)	57	29
7. Presents content at a developmentally appropriate level	2	0	71	29
8. Presents accurate subject matter	1	14 (2)	0	86
9. Relates examples, unexpected situations, or current events to the content	6	29 (2)	57	29
10. Integrates content across the curriculum	6	0	86	14
11. Accommodates individual differences	3	14 (2)	43	43
12. Demonstrates ability to communicate effectively with students	5	0	29	71
13. Exhibits enthusiasm toward the subject content	6	0	29	71
14. Stimulates and encourages higher order thinking at the appropriate developmental levels	6	0	57	43
15. Uses effective questioning techniques	5	0	57	29
16. Utilizes appropriate motivational techniques	4	14 (2)	71	29
17. Encourages student participation	6	0	0	100
18. Utilizes an effective lesson closure	4	0	43	57
19. Uses wait time	5	0	71	29
20. Provides practice of skills 60% of class time for team sports, 50% for individual sport	6	0	43	57
<i>Assessment</i>				

1. Consistently monitors ongoing performance of students	7	0	43	57
2. Uses appropriate and effective assessment techniques	7	0	71	29
3. Provides timely feedback to students regarding their progress	7	0	57	43
4. Produces evidence of student academic growth under his/her instruction	7	0	71	29
5. Develops well constructed assessment instruments	7	14 (2)	57	29
6. Utilizes a variety of formal and informal assessment techniques to monitor student learning	7	0	57	43
7. Interprets and utilizes standardized/non-standardized test results	7	0	71	29
<i>Other</i>				
1. Uses both description and demonstration (teacher, student, or media) to teach tasks	5	0	57	43
2. Develops and implements lesson plans which appropriately develop content across the unit	6	0	43	57
3. Uses refinements, extensions, and application tasks to develop student skills	6	0	43	57
4. Gives congruent, specific, supportive feedback to students of all levels	5	15 (2)	57	43
5. Uses observation, documentation, and other developmentally appropriate assessment tools/approaches in an appropriate responsible manner	7	0	71	29
<i>Professionalism</i>				
1. Participates in grade level and subject area curriculum planning and evaluation	7	14	57	29
2. Establishes cooperative relationships with the supervising teacher, paraprofessionals, parents, students, and other school personnel	10	0	71	29
3. Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning	10	0	57	43
4. Exhibits sensitivity to diverse community and cultural norms	3	0	71	29

## **ASSESSMENT 5: PASSPORT PORTFOLIO**

### **Narrative**

The Louisiana university system, including Southeastern, has adopted PassPort as the online software for candidate portfolios. Each university establishes its own expectations for portfolio content. Southeastern has the three-stage system found at many universities: admission (introductory), pre-student-teaching (developmental), and exit (competency).

Many items are, in effect, assessed twice. For example, candidates submit lesson plans on their PassPort accounts, then the kinesiology faculty members for whom it was written access the candidates' accounts and submit online assessments using the rubric (reproduced later in this section). Candidates write reflections for their artifacts, in which they relate each artifact to an INTASC standard. If the kinesiology faculty member gave satisfactory scores to the lesson plan, an education faculty member assesses the reflection, using a rubric. (This division of duties has been in place since the paper portfolio was used, and is preferred by the kinesiology faculty.) All portfolio components must meet expectations before candidates can graduate; for the final portfolio (the assessment reported here), "Approaching Expectations" is the same as "Unacceptable."

Four items from PassPort were selected for presentation: the assessment plan, final overall reflection, lesson plan, and management plan. The assessment plan is specific to impact on student learning, as candidates are required to document, using pre- and posttest data, the extent to which their students learned material in the candidates' units. In the overall reflection, candidates must provide an overview of all components in their portfolio, in which they relate the individual items and reflections to the "big picture" of their teaching and the INTASC standards. The lesson plan supports candidate skills primarily relevant to Standard 6, and the management plan supports Standard 4.

These were the first graduating candidates to complete the new portfolio, and all student teachers succeeded without major difficulties. We would like to see a higher level of success, with significant numbers of candidates achieving target levels. Based on preliminary feedback from candidates and Education faculty, achieving this will largely be a factor of candidates getting more comfortable with the system, and of their learning to write more in-depth reflections.

### **Assessment Plan Description (Copy of Student Instructions)**

4. **Provide a table** (see sample below) outlining the pre-, post- and at least 1 *formative assessment* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s) and your learning goal(s). List assessments in the order in which they will be administered.

*The Table should include:*

- A) Type of assessments (e.g., pre, formative, or post).
- B) The learning objectives; these are specific to the learning activities.
- C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance, matching, T/F, etc.).

5. **Provide a narrative description which:**

- Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed,
- Explains why you have chosen each of these assessments to attain your stated learning objectives,
- Provides assessment instructions that are understood by all students,
- Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms,
- Explains special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence.

6. **Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as an attachment.**

## **Reflecting on the Impact of Instruction**

6. How many students accomplished all of the objectives you established for this body of instruction? What % of students did not meet all objectives? What factors contributed to their success/failure?
7. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment?

8. Describe the circumstances/conditions that contributed to the poor achievement of students who did not meet the objectives or make substantial gains.
9. Since the conclusion of the Work Sample, what have you done to help students who did not accomplish/master the objectives to improve their learning in these areas?
10. What impact will the information gained from your reflection about your students' performance have on future lessons? Describe the adjustments you will make in your instruction.

**Rubric: Assessment**

The artifact candidates submit to PassPort in this category is assessed twice, first by the kinesiology faculty member who evaluates the candidates’ assessment plans and outcomes, then by the CoEHD faculty member assessing on PassPort. The assessment must meet expectations at both stages of the process. The kinesiology faculty member assesses impact on student learning in line with the rubric in the Unit Report assessment (Section 4, Assessment 3), which specifically requires that the candidate use data to demonstrate impact on student learning (“Candidate uses data on student learning to plan and implement follow-up lessons/activities specific to the needs of the students.”), so the assessment must meet those criteria in order to be included in the portfolio.

**Rubric: PassPort Assessment Plan and Impact on Student Learning**

<b>Unacceptable</b>	<b>Approaching Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
The assessment artifact lacks evidence of instructional alignment. The assessment artifact lacks clear, concise directions and does not relate point value of assessment items.	The assessment artifact attempts to illustrate instructional alignment. The assessment artifact contains directions; but are not clear or concise. Point value is included, but does not support sound assessment value.	The assessment artifact illustrates strong instructional alignment. The assessment artifact has clear and concise directions. Point value is included and supports strong assessment value. Construction supports strong validity and reliability.	The assessment artifact illustrates strong instructional alignment. The assessment artifact has clear and concise directions. Point value is included and supports strong assessment value. Construction supports strong validity and reliability. A reflective summary focuses on how the assessment will influence future instruction.

**Data Table: PassPort Assessment Plan and Impact on Student Learning**

<b>Percentage of program completers at Unacceptable Level</b>	<b>Percentage of program completers at Acceptable Level</b>	<b>Percentage of program completers at Target Level</b>
0	100	0

**Overall Reflection Description (Copy of student instructions)**

Write a reflective summary responding to the following question: *What does it mean to be an effective educator? Your response should include lessons learned, strengths and weaknesses of your performance, impact on student learning, and the applicability of future performance. How does your description of an “effective educator” relate to the professional standards of your major?* Upload your reflection as a file artifact in PASS-PORT.

**Rubric: Overall Reflection**

<b>Unacceptable (1)</b>	<b>Approaching Expectations (2)</b>	<b>Meets Expectations (All Folio Levels) (3)</b>	<b>Exceeds Expectations (4)</b>
Describes an effective educator.	Describes an effective educator; describes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Clearly describes an effective educator; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance.	Precisely describes an effective educator; critically analyzes lessons learned, strengths and weaknesses of performance, impact on student learning and on future performance; makes generalizations about teaching and learning.

**Data Table: PassPort Overall Reflection**

<b>Percentage of program completers at Unacceptable Level</b>	<b>Percentage of program completers at Acceptable Level</b>	<b>Percentage of program completers at Target Level</b>
0	100	0

### **Management Plan Description**

All candidates prepare a comprehensive management plan in EPSY 315. These plans must include/address procedures, rules, consequences, motivation, discipline, parental involvement, physical arrangement of the environment, and a description of a situation that shows how the plan might work to prevent, manage, and improve behaviors.

Acceptable is 27 points with no score < 3; Target is 36 points.	<b>Unacceptable (1 point)</b>	<b>Approaching Expectations (2 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Exceeds Expectations (4 points)</b>
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**Rubric: PassPort Management Plan**

<p><b>Classroom Procedures:</b> What is the purpose of classroom procedures? How will you teach these routines to students? Identify a minimum of 5 classroom procedures and how they will benefit your classroom management.</p>	<p>Procedures meet less than half of the requirement</p>	<p>Procedures meet half of the requirement</p>	<p>Procedures meet most of the requirement</p>	<p>Procedures meet all of the requirement</p>
<p><b>Classroom Rules:</b> What are your classroom rules? How did you develop these rules? Relate each rule to the compelling interest addressed. How will you convey these rules to students and parents?</p>	<p>Classroom rules reflect little or no understanding of the lesson/or subject matter</p>	<p>Classroom rules reflect some understanding of the lesson/or subject matter Classroom discipline/management</p>	<p>Classroom rules reflect an understanding of the lesson/or subject matter Classroom discipline/management</p>	<p>Classroom rules reflect a clear understanding of the lesson/or subject matter Classroom discipline/management</p>
<p><b>Consequences:</b> What are the consequences for students breaking the rules? What is the purpose of a consequence? Remember punishment work is not acceptable, and the office is a last resort.</p>	<p>Consequences lack clarity and are not well understood</p>	<p>Consequences are and are somewhat understood</p>	<p>Consequences are provided and an attempt is made to make them manageable</p>	<p>Consequences are clear and well understood</p>
<p><b>Individual and Group Motivation and Rewards:</b> What will happen in</p>	<p>Plan is ineffective in demonstrating student's understanding of</p>	<p>Plan is somewhat ineffective in demonstrating student's understanding of</p>	<p>Plan attempts to demonstrate student's understanding of motivations, rewards, and punishments.</p>	<p>Plan is very effective in demonstrating student's understanding</p>

<p>your room when a student does something right? What forms of acknowledgment will be used? Be specific. How will you motivate and reward the entire group?</p>	<p>motivations, rewards, and punishments.</p>	<p>motivations, rewards, and punishments.</p>		<p>ng of motivations, rewards, and punishments.</p>
<p><b>Preventive and Supportive Discipline:</b> Which techniques (minimum of 4) will you use to prevent discipline problems? Why?</p>	<p>There are no techniques provided to prevent discipline problems.</p>	<p>There is a slight attempt to provide techniques but they are inadequate.</p>	<p>For the most part, the techniques to prevent discipline problems are provided.</p>	<p>Four or more techniques are given to prevent discipline problems and a well constructed and sound rationale is also provided.</p>
<p><b>Parental Involvement:</b> How will you involve parents in your classroom? How will you communicate student progress? School events?</p>	<p>There are no examples used to address parental involvement, communications, and awareness</p>	<p>Insufficient examples used to address parental involvement, communications, and awareness</p>	<p>Some examples are used to address parental involvement, communications, and awareness</p>	<p>Very effective examples are used to address parental involvement, communications, and awareness</p>
<p><b>Application:</b> Explain a classroom situation. Using your model, how will you deal with the inappropriate behavior? Describe the inappropriate behavior, your response to the</p>	<p>Application does not follow the student's management model</p>	<p>Application follows model and addresses inappropriate but fails to address response to the appropriate behavior</p>	<p>Application follows model and addresses appropriate behavior</p>	<p>Application follows model, addresses appropriate behavior and provides insight in to changing behavior</p>

behavior, and your response to the appropriate behavior.				
<b>Classroom Arrangement:</b> Attach sketch and explanation	Does not address a sufficient number of required organizational patterns and elements	Addresses a minimum number of required organizational patterns and elements	Addresses all required organizational patterns and elements	Addresses all required organizational patterns and elements and exceeds expectations through mobility, organization and addressing students needs/ accommodations
<b>Structure &amp; Writing:</b> Your narrative explanation describing and applying your model should be well written and organized	The paper is poorly structured, and there are more than five writing errors.	The plan is adequately structured. There are no more than five writing errors.	The paper is well developed with a general adherence to conventions of writing. There are no more than two writing errors.	The paper is well developed and adheres to all conventions of writing. There are no errors in grammar, punctuation, and spelling.

**Data Table: PassPort Management Plan**

Percentage of program completers at Unacceptable Level	Percentage of program completers at Acceptable Level	Percentage of program completers at Target Level
0	100	0

### PassPort Lesson Plan Description

Candidates write lesson plans while the student teaching using the form mandated by the school or system. Regardless of format, Southeastern has required components; such as specific objectives, connections to state standards and benchmarks, meeting the needs of diverse learners; as implied by the rubric. The plan that is evaluated at this stage of the portfolio must be one that the candidate taught as a student teacher.

#### Rubric: Portfolio Lesson Plan

Lesson Plan Title: \_\_\_\_\_ Submitted By: \_\_\_\_\_

Subject Area: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Duration of Lesson: \_\_\_\_\_

	NASPE Standard	Unacceptable (U)	Approaching Expectations (A)	Meets Expectations (M)	Exceeds Expectations (E)
<b>Objectives:</b>	6	The objective (s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. The number of objectives is unrealistic within the scope of the lesson.	Each objective is stated in terms of <b>student outcomes</b> and identifies the learning that will take place.	Each objective is clearly stated in terms of <b>student outcomes</b> and addresses the learning that will take place. Each objective is measurable and observable.
<b>State Content Standards/ Benchmarks/ Grade Level Expectations:</b>	1	The lesson provides no connection to state content standards/ benchmarks/ GLE's	The lesson provides some connections to state content standards/ benchmarks/ GLE's	The lesson provides connections with significant and clear references to state content standards/ benchmarks/ GLE's	Emphasis on the standards, benchmarks that have been identified for the lesson are clearly seen through all major phases of the lesson plan procedure.

<b>Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation:</b>	6	The lesson is void of any introductory activities.	The lesson introduction is somewhat disconnected from the objectives and distracts students from learning.	Opening activities set the stage for the lesson and are connected to the states objectives, but lack in motivation or transition value.	Opening activities are relevant to objectives, provide creative and motivating background in which to begin the lesson. There is opportunity for active student participation and connection between future and prior learning.
<b>Procedures Activities, Experiences, Concept Development:</b>	6	Learning experiences are disconnected and not focused on the objectives.	Learning experiences are connected to the objectives but disconnected from one another.	All experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.	All experiences are aligned with the objective(s), build upon each other, are appropriately placed, and developmentally appropriate. The activities are engaging, creative, and innovative with clear connection to each other.
<b>Closure/ Confirming:</b>	6	The lesson contains no closure.	Closing activities are minimally developed and done primarily by the teacher.	Closing activities are minimally developed and done primarily by the teacher.	Closing activities are minimally developed and done primarily by the teacher.

<b>Assessment/ Evaluation:</b>	7	Opportunities for student assessment are not provided.	Assessments are identified and make limited connections to the Louisiana Content Standards.	Assessments are identified and require students to apply knowledge or demonstrate understanding of LA Content Standards. Provide limited evidence that students have achieved the stated objectives.	Assessments are clearly identified and require students to critique, assess, and/or draw conclusions as they relate to the LA Content Standards. Provide clear evidence that students have achieved the stated objectives.
<b>Materials/ Resources/ References:</b>	6	Materials/resources/references necessary for student and teacher use are not listed.	An incomplete list of student and/or teacher materials/resources/references are provided.	Materials/resources/references necessary for both students and teacher to complete the lesson are listed and are made available.	All necessary materials/resources/references are identified. It is clear what materials and/or resources are referenced in the lesson (e.g. rather than just listing).
<b>Integration of Technology into Planning or Implementation:</b>	9	The lesson does not provide for any technology-connected experiences or technology is not used in planning.	Technology-connected learning experiences are limited to enrichment or extension activities or technology is limited in planning.	Technology is integrated into the lesson to improve the quality of student work or provides use of technology as a source to enhance the lesson.	A variety of technology is integrated appropriately in a manner that enhances the effectiveness of the lesson and the learning of the student.
<b>Student Centered:</b>	4	There is no evidence of student choice and/or opportunities for students to work collaboratively.	Student choice and/or collaboration is limited to one part of the lesson.	The lesson considers student interest and provides opportunities for student choice and/or collaboration.	The lesson contains elements that motivate students to become actively engaged through choice and/or collaboration.

<b>Diverse Learner Needs/ Accommodations/ Individual Differences:</b>	3	There is no variety in approaches to learning and instructional opportunities that are adapted to learners from diverse backgrounds.	Instructional design is for learners with varied learning styles.	Instructional design is developmentally appropriate for learners with varied learning styles and diverse needs.	Instructional design is developmentally appropriate for students from diverse backgrounds (cultural, stages of development, learning styles, strengths, needs).
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**Data Table: PassPort Lesson Plan**

<b>Assessment Used</b>	<b>Percentage of program completers at Unacceptable Level</b>	<b>Percentage of program completers at Acceptable Level</b>	<b>Percentage of program completers at Target Level</b>
Implemented Lesson Plan	0	100	

## **ASSESSMENT 6: INTRATASK DEVELOPMENT SEQUENCE SCORING**

### **Narrative**

Candidates learn to analyze performance at different levels in several settings, as well as demonstrate their own proficiencies in activities and fitness. First, the KINL series (Section I attachment: Program of study) in which they attain their proficiencies includes sport-specific skill analyses of novice and skilled performers in the various activities. Second, KIN 251: Motor Development will include a unit on developmental task analyses, a skill essential to much of Standard 1, while complementing Standards 2 and 3 by analyzing the differences in skill level within and across age groups. This ability to identify students' skill levels also supports selection of appropriate goals and learning experiences (Standard 6). The Roberton and Halverson model of describing intratask development sequences will be used, rather than the simplified beginner/intermediate/proficient narratives found in some texts. A major assessment component of that unit will require that candidates analyze levels of basic skill components using video performance. We will use the lab framework developed by Kathy Haywood in her *Learning Activities for Life Span Motor Development* published by Human Kinetics, expanded to other skills as well. The first candidates to take this course are expected to student teach in the 2007-08 school year, at which time data will be entered.

### Examples of Items and Format for Assessment 6

Candidates will view video of the skills they are to assess, and place a check for the level (step 1, step 2, etc.) at which the performer typically is for each component.

#### ASSESSING THE DEVELOPMENTAL LEVEL OF CATCHING OBSERVATION CHECKLIST

<b>Component</b>	
<i>Arm Action (preparatory)</i>	
Step 1. Outstretched, elbows stiff	
Step 2. Elbows flexed	
Step 3. Arms down or nearly so, elbows loose	
<i>Arm action (reception)</i>	
Step 1. Arms outstretched, no give	
Step 2. Elbow flexion, trapping action	
Step 3. Hands used, moving upward, some trapping	
Step 4. Hands used, bring ball down and in	
<i>Hand action</i>	
Step 1. Palms up	
Step 2. Palms face each other	
Step 3. Palms adjust to task	
<i>Body action</i>	
Step 1. No adjustment	
Step 2. Arm/trunk adjustment	
Step 3. Feet/trunk/arms move to ball	

#### ASSESSING THE DEVELOPMENTAL LEVEL OF KICKING OBSERVATION CHECKLIST

<b>Component</b>	
<i>Leg action</i>	
Step 1. "Push", no followthrough	
Step 2. Step into it	
Step 3. Windup and followthrough	
<i>Trunk action</i>	
Step 1. No pelvic rotation	
Step 2. Pelvic rotation	
<i>Arm action</i>	
Step 1. At sides	
Step 2. Tentative movement	
Step 3. Full opposition	

**ASSESSING THE DEVELOPMENTAL LEVEL OF THROWING  
OBSERVATION CHECKLIST**

<b>Component</b>	
<i>Foot</i>	
Step 1. No step	
Step 2. Step on same side	
Step 3. Short step on opposite side	
Step 4. Long step on opposite side	
<i>Trunk</i>	
Step 1. None or forward/back	
Step 2. Block or upper trunk only	
Step 3. Differentiated rotation	
<i>Arm: backswing</i>	
Step 1. No backswing	
Step 2. Elbow and humeral flexion	
Step 3. Circular, upward	
Step 4. Circular, downward	
<i>Arm action: humerus</i>	
Step 1. Humerus oblique	
Step 2. Humerus aligned, independent	
Step 3. Humerus lags	
<i>Arm action: forearm</i>	
Step 1. No lag	
Step 2. Forearm lag	
Step 3. Delayed lag	

**ASSESSING THE DEVELOPMENTAL LEVEL OF RUNNING  
OBSERVATION CHECKLIST**

<b>Component</b>	
<i>Leg</i>	
Step 1. Flat footed, minimum flight	
Step 2. >acceleration, knee flexion, flight, but crossing midline	
Step 3. Contact w/ heel or ball of foot, legs moving forward	
<i>Arm</i>	
Step 1. High or middle guard	
Step 2. Swing in reaction to spinal rotation	
Step 3. Some elbow flexion, crossing midline	
Step 4. Upper arm drives in sagittal plane	

### Scoring Guide

Unacceptable	Acceptable	Target
Candidates score <70% correct on test questions requiring they identify performance levels (intratask development sequences) of people performing basic motor skills.	Candidates score 70% correct on test questions requiring they identify performance levels (intratask development sequences) of people performing basic motor skills.	Candidates score 90% correct on test questions requiring they identify performance levels (intratask development sequences) of people performing basic motor skills.

### Data Table to Show Evidence of Teacher Candidate Performance

	2008-09	2007-08
<b>Unacceptable (#/%)</b>		
<b>Acceptable (#/%)</b>		
<b>Target (#/%)</b>		

## **SECTION V: USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE & PROGRAM PERFORMANCE**

### ***Introduction***

Assessments indicate that Southeastern's candidates are learning and performing at appropriate levels on all criteria. Despite this, we will continue to work to improve the quality of our graduates as we implement the revised curriculum. In particular, we will work to integrate the new elementary content and motor development courses with their field experiences and other content courses. Initiating and strengthening the use of technology as part of academically sound school physical education programs is an ongoing process that combines teacher preparation with advocacy to teachers, administrators, and organizations. Louisiana's overweight/obesity levels are among the worst in the nation, and combating this trend is a shared interest of the teacher education, health, and exercise science faculty. Program effectiveness is regularly monitored through candidate performance in coursework, Praxis exams, and field experiences; as well as through informal discussion among faculty and with school personnel.

In the following sections, candidates' content knowledge; knowledge, skills, and dispositions; and impacts on student learning are discussed. The most relevant NASPE standards are identified at the beginning of each section.

### ***Content Knowledge, Standard 1***

Candidates' *content knowledge* is demonstrated by their 100% pass rate on the Praxis II (Assessment 1), and their performance on the student teaching assessment (Assessment 4) and PassPort (Assessment 5). Their less successful scores on the department content exam (Assessment 2) are inconsistent with performance on these measures, though still within NASPE's 80% success criterion. This is a new assessment, and will be reviewed for validity and reliability in upcoming semesters, and may be revised during the coming NASPE assessment cycle. Content knowledge must be adequate for appropriate planning (Assessment 4). LCET (Assessment 4) items provide evidence that candidates can present and use their content knowledge in teaching. The intratask development sequence assessment (Assessment 6) is the most narrowly focused assessment, and was chosen because it directly addresses a key professional knowledge component that affects planning and teaching.

### ***Pedagogical and Professional Knowledge, Skills, and Dispositions, Standards 2, 3, 4, 5, 6, 9, 10***

Data support that candidates are successfully mastering the knowledge, skills and dispositions which will allow them to enter the teaching profession as effective educators. *Pedagogical knowledge, skills, and dispositions* are assessed through multiple measures, especially of Standards II-VII. The LCET data (Assessment 4) provide the most comprehensive support. The KIN 460 portfolio unit report (Assessment 3) supports that candidates are mastering many of the skills before student teaching, and that the program structure is focused on developing skilled teachers through consistent, clear expectations and support. The PassPort portfolio (Assessment 5) further shows the consistency of expectations. Even though the assessments do not indicate a concern, we look forward to the impact of the new elementary activities and Motor Development courses on candidates' task

analysis and sequencing skills. If they are to develop into master teachers, this is a key skill that is developed with considerable practice over time. The new courses will provide the opportunity to increase this.

***Impact on the Learner, Standards 7, 8***

Finally, the true measure of one's teaching is one's *impact on the learner*. The novice teacher is, by nature, self-involved, and more interested in what he or she is learning (or surviving) than in what the children are learning. Through the planned program of increasingly complex and authentic teaching experiences, accompanied by instructor feedback and confronting their practices through structured reflections of their taped teaching experiences, candidates come to their final semester with a foundation of pedagogical content knowledge and skills which allow them and their students to benefit fully from student teaching. As the assessment data for candidates' unit plans (Assessment 3), executed assessment plans (Assessments 3, 5), reflections (Assessments 3, 5) and final evaluations (Assessment 4) show, Southeastern's candidates understand and can apply their knowledge to facilitate student learning. LCET items relevant to this are their high final evaluation scores for creating a positive environment (M2), effective communication (I12), and high time on task in their classes (I20).