

Academic Assessment Report - AY 2012-2013

College of Education: Department of Physical Education, Recreation and Health

National Association for Sport and Physical Education Program SLOs:

NASPE SLO #1: Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals *(KU 4; GEK 1, 3; GE S 5)*

NASPE SLO # 2: Are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards. *(KU 4; GES 5)*

NASPE SLO #3: Plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students. *(KU 1, 2, 4; GEK 2, 4; GES 1, 2, 4, 5; GEV 4)*

NASPE SLO #4: Use effective communication and pedagogical skills and strategies to enhance student engagement and learning. *(KU 1, 4; GES 1, 2; GEV 2, 4)*

NASPE SLO #5: Use assessments and reflection to foster student learning and inform instructional decisions. *(KU 2, 4; GES 3, 5)*

NASPE SLO #6: Demonstrate dispositions that are essential to becoming effective professionals. *(KU 1, 3, 4; GEV 1-5)*

*Teacher Candidate = TC
Post Baccalaureate = PB
Undergraduate = UG*

Program Level Student Learning Outcomes <i>(Add rows for additional SLOs)</i>	Assessment Measure(s) <i>(Add rows if necessary)</i>	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
SLO #1 Scientific and Theoretical Knowledge	Direct: Praxis Exam Health & Physical Education Content Knowledge (0856) paper (5856) computer -prior to admission to the major	State Licensure Exam	- 100% of program completers passed the Praxis II Exam (0856 paper or 5856 computer) 0856 (paper) UG N = 56 PB N = 30 5856 (computer) UG N= 16 PB N = 35 - It is interesting to note that UGs tend to have higher	- Computer based tests and quizzes are being integrated into many required courses to better prepare all TCs for computer based testing. - To improve the Fitness and Exercise Science scores, a Fitness Requirement has been approved for freshmen and transfer TCs entering Fall 2013 and beyond. This is a 2-3 credit sub category in which all TCs will be required to take Personal Fitness (PED 1020) and Strength Fitness (PED 1011) as movement forms for graduation

		<p>scores on 5856 (computer) while PBs tend to have higher scores on 0856 (paper)</p> <p>The following score breakdown includes all TCs who took the Praxis II (0856) or (5856) from September 2012-May 2013</p> <p>-Fundamental Movements; Motor Development and Motor Learning</p> <p>(0856) National Av = 63 PB, 63 UG State Av = 60.6 PB, 56.8 UG Kean Av = 59.5 PB, 56.8 UG</p> <p>(5856) National Av = 61 PB, 61.5 UG State Av = 60 PB, 59.5 UG KU Av = 53.5 PB, 56 UG</p> <p>-Movement Forms</p> <p>(0856) National Av = 71 PB, 71.5 UG State Av = 69 PB, 69.5 UG KU = 67 PB, 67 UG</p> <p>(5856) National Av = 71.8 PB, 71.5 UG State Av = 71 PB, 72 UG KU Av = 70 PB, 69.5 UG</p>	<p>requirements</p> <ul style="list-style-type: none"> - A personal fitness report has been integrated into Assessment (PED 4605) to illustrate authentic application of data while serving as a point for fitness education/remediation - Attendance at Praxis review sessions in Curriculum and Motor Learning are being strongly encouraged by academic advisors, which all TCs are required to meet with each semester. Review of the sub scores in each of the content categories has guided instructional focus and strategies in all major coursework. - Areas have been identified in which cross-curricular programming could be both appropriate and beneficial. -For example, biomechanical terminology has been directly integrated into objectives for curriculum class and is assessed with the TWS rubrics
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			<p>Fitness & Exercise Science</p> <p>(0856) National Av = 69.8 PB, 70 UG State Ave = 69 PB, 67.8 UG KU = 66 PB, 65.5 UG</p> <p>(5856) National Av = 69 PB, 69.8 UG State Av = 69 PB, 68.5 UG KU Av = 56.5 PB, 66.9 UG</p>	
<p>Direct: Level III Teacher Work Sample (Unit Plan Portfolio) -Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.</p>	<p>Rubrics which are directly aligned with the standards are included in the assignment and assessment and are completed by both the course instructor and university supervisor</p>	<p>- Although the gap has narrowed, there is still some variability between instructor and university supervisor evaluations therefore course instructor data is provided for SPA reports. - Spring 2012: 100% of the UG TCs scored between acceptable and target by the capstone instructors (N=78) in all standards and elements assessed using the Level III TWS. Spring 2012, 100% PB TCs scored between acceptable and target by the capstone instructors and university supervisors (N=4) in all standards and elements assessed using the Level III TWS. Fall 2012: 100% of the UGs (N=78) and PBs (N=4) scored acceptable or target by both</p>	<p>- PE specific samples have been included in the TWS to illustrate the intent of the rubrics and further clarify expectations to TCs, capstone instructors, university supervisors, and program evaluators. - As a department, we continue to Model Standards Based Instructional Practices throughout the program by providing a direct link between PETE Standards and the TWS. -The TWS assignment is regularly updated based on ongoing assessments for program improvement. - Continue the preparation, practice, feedback and opportunities for revision TCs receive with the Teacher Work Sample beginning in PED 2800 and culminating in PED 4610. The Teacher Work Sample process continues to be assessed by multiple instructors in multiple courses throughout the program. This provides the TCs with a variety of perspectives throughout the process offering ample time to re-work any sections before submitting the final product.</p>	

			the captstone instructor and university supervisor.	
	<p>Direct: Professional Internship (Supplemental Assessment) PED 4699 (Senior Field Experience)</p>	<p>The cooperating teacher and the university supervisor assess the interns using The Physical Education Supplemental Assessment Rubric four times each for a total of eight. It is completed after four weeks at the elementary school as a mid-evaluation. At the four week point the supervisor, cooperating teacher and intern all have a conference and discuss the intern's areas of strength, concerns and specific recommendations. This mid-experience assessment allows the intern another four weeks to develop/improve before the final evaluation is done at the end of the eight weeks.</p>	<p>-- We did not receive disaggregated data for the supplemental directly assessing SLO #1</p> <p>Spring 2012 UG N= 96 PB N = 7</p> <p>Fall 2012 UG N = 91 PB N = 15</p>	<p>-Need to provide further clarification and alignment of the Supplemental Assessment for a clear view of data.</p> <ul style="list-style-type: none"> - Additional alignment of PETE standards and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment, assessment, reflection loop. -continued modification of the professional internship handbook (integrating SLOs to model Standards Based Education throughout our program) - Contact information for qualified faculty has been provided to cooperating teachers and university supervisors regarding scoring rubrics and expectations - Further development of training materials - Further cross curricular alignment and expectations throughout the department
	Indirect:			
<p>SLO #2 Skill-Based and Fitness Based Competence</p>	<p>Direct: Skills Assessment - during PED 3610 (junior level elementary curriculum) - if not proficient, then re-take during PED 3611 (senior level elementary curriculum)</p>	<p>Rubric based on Nationally Validated PE Metrics expected competencies for HS level performance/demonstration completed by at least 2 qualified instructors and/or recorded for future review. -Data is entered into and housed in password protected qualtrics for ease</p>	<p>- In the Spring of 2012, 85% of UG TCs scored acceptable or target on NASPE Element 2.1. While 88% of UG TCs scored acceptable or target on NASPE Element 2.3. -In the Spring of 2012, 75% of PB TCs scored acceptable or target on NASPE</p>	<p>- two additional courses have approved for implementation Fall 2013, team sports skills/concepts (PED 3609) and individual sports skills/concepts (PED 3608) which are required of freshmen and transfers entering Fall 2013 and beyond this is the location of future skills assessments and remediation. - the objective is to further break down skills to achieve competence in a variety of physical activities</p>

	of use and access of the data for program evaluation and modification.	Elements 2.1 and 2.3. -In the Fall of 2011, 100% of TCs scored acceptable or target on all NASPE Elements evaluated. There were not PB TCs evaluated for this semester.	- a Wellness course PED 3515 is a requirement for freshmen and transfers entering Fall 2013 and beyond
<p>Direct: Fitness Assessment PED PED 2800 (Sophomore Field) -shows achievement of fitness PED 4605 (Assessment in Physical Education) -shows maintenance of fitness</p>	<p>Rubrics based on Fitnessgram Fitness Assessments identifying criterion cutoffs on each of the health-related fitness components.</p>	<p>- Fall 2011: 62% of all UG TCs achieved acceptable or target in all health related fitness categories. - Fall 2011: 66% of all PB TCs achieved acceptable or target in all health related fitness categories. When the data is analyzed at the level of the individual TC, it appears that many received unacceptable ratings in a single fitness component. - Spring 2012: 48% of all UG TCs achieved acceptable or target in all health related fitness categories. When the data is analyzed at the level of the individual TC, it appears that many received unacceptable ratings in a single fitness component. Spring 2012: 0 PB TCs were enrolled in the sections for which data was reported. When the data is analyzed at the level of the individual TC, it appears that many received unacceptable ratings in a single fitness component.</p>	<p>- addition of fitness component to guidesheets - any TC receiving a rating of "unacceptable" on the Fitness Assessment will be required to take Personal Fitness II (PED1021) as a movement forms elective providing an opportunity for remediation. - integration of a personal fitness report into Assessment in Physical Educaiton (PED 4605)</p>

	Indirect:			
<p style="text-align: center;">SLO #3 Planning and Implementation</p>	<p>Direct: Level III Teacher Work Sample (Unit Plan Portfolio) -Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.</p>	<p>Rubrics which are directly aligned with the standards are included in the assignment and assessment and are completed by course instructor and university supervisor</p>	<p>- Although the gap has narrowed, there is still some variability between instructor and university supervisor evaluations therefore course instructor data is provided for SPA reports. - Spring 2012: 100% of the UG TCs scored between acceptable and target by the capstone instructors (N=78) in all standards and elements assessed using the Level III TWS. Spring 2012, 100% PB TCs scored between acceptable and target by the capstone instructors and university supervisors (N=4) in all standards and elements assessed using the Level III TWS. Fall 2012: 100% of the UGs (N=78) and PBs (N=4) scored acceptable or target by both the captstone instructor and university supervisor.</p>	<p>- sample assignments have been integrated into the TWS to provide further clarification of expectations - as a department, we continue to Model Standards Based Instructional Practices throughout the program by providing a direct link between PETE Standards and the TWS - Continue the preparation, practice, feedback and opportunities for revision TCs receive with the Teacher Work Sample beginning in PED 2800 and culminating in PED 4610. The Teacher Work Sample process is assessed by multiple instructors in multiple courses throughout the program. This provides the TCs with a variety of perspectives throughout the process offering ample time to re-work any sections before submitting the final product.</p>
	<p>Direct: Professional Internship (Supplemental Assessment) PED 4699 (Senior Field Experience)</p>	<p>The cooperating teacher and the university supervisor assess the interns using The Physical Education Supplemental Assessment Rubric four</p>	<p>- We did not receive disaggregated data for the supplemental directly assessing SLO #3 Spring 2012</p>	<p>- Need to provide further clarification and alignment of the Supplemental Assessment for a clear view of data. - Review reason for using cooperating teacher data only -Additional alignment of PETE standards</p>

		<p>times each for a total of eight. It is completed after four weeks at the elementary school as a mid-evaluation. At the four week point the supervisor, cooperating teacher and intern all have a conference and discuss the intern's areas of strength, concerns and specific recommendations. This mid-experience assessment allows the intern another four weeks to develop/improve before the final evaluation is done at the end of the eight weeks.</p>	<p>UG N= 96 PB N = 7</p> <p>Fall 2012 UG N = 91 PB N = 15</p>	<p>and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment, assessment, reflection loop.</p> <ul style="list-style-type: none"> -continued modification of the professional internship handbook (integrating SLOs to model Standards Based Education throughout our program) - Contact information for qualified faculty has been provided to cooperating teachers and university supervisors regarding scoring rubrics and expectations - Further development of training materials - Further cross curricular alignment and expectations throughout the department
<p style="text-align: center;">SLO #4 Instructional Delivery and Management</p>	<p>Direct: Level III Teacher Work Sample (Unit Plan Portfolio) -Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.</p>	<p>Rubrics which are directly aligned with the standards are included in the assignment and assessment and are completed by course instructor and university supervisor</p>	<ul style="list-style-type: none"> - Although the gap has narrowed, there is still some variability between instructor and university supervisor evaluations therefore course instructor data is provided for SPA reports. - Spring 2012: 100% of the UG TCs scored between acceptable and target by the capstone instructors (N=78) in all standards and elements assessed using the Level III TWS. Spring 2012, 100% PB TCs scored between acceptable and target by the capstone instructors and university supervisors (N=4) in all standards and elements assessed using the Level III 	<ul style="list-style-type: none"> - more objective rubrics have been integrated into the assignment, assessment, and university supervisor training - as a department, we have identified methods to Model Standards Based Instructional Practices throughout the program by providing a direct link between PETE Standards and the TWS - Continue the preparation, practice, feedback and opportunities for revision TCs receive with the Teacher Work Sample beginning in PED 2800 and culminating in PED 4610. The Teacher Work Sample process is assessed by multiple instructors in multiple courses throughout the program. This provides the TCs with a variety of perspectives throughout the process offering ample time to re-work any sections before submitting the final product.

		<p>TWS.</p> <p>Fall 2012: 100% of the UGs (N=78) and PBs (N=4) scored acceptable or target by both the capstone instructor and university supervisor.</p>	
<p>Direct: Professional Internship (Supplemental Assessment) PED 4699 (Senior Field Experience)</p>	<p>The cooperating teacher and the university supervisor assess the interns using The Physical Education Supplemental Assessment Rubric four times each for a total of eight. It is completed after four weeks at the elementary school as a mid-evaluation. At the four week point the supervisor, cooperating teacher and intern all have a conference and discuss the intern's areas of strength, concerns and specific recommendations. This mid-experience assessment allows the intern another four weeks to develop/improve before the final evaluation is done at the end of the eight weeks.</p>	<p>-Spring 2012: 100% of the UGs (N=96) scored acceptable or target by the cooperating teachers on 4.1-4.4, 4.6. 99% of the UGs scored acceptable or target by the cooperating teachers on 4.5</p> <p>- Spring 2012: 100% of the PBs (N=7) scored acceptable or target on all elements of SLO 4.</p> <p>- Fall 2012: 98% of the UGs (N=91) scored acceptable or target by the cooperating teachers on 4.1-4.5</p> <p>Fall 2012: 100% of the PBs (N=15) scored acceptable or target by the cooperating teachers on 4.1-4.5</p>	<ul style="list-style-type: none"> - Review reason for reviewing capstone instructor data only - Additional alignment of PETE standards and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment, assessment, reflection loop. - continued modification of the professional internship handbook (integrating SLOs to model Standards Based Education throughout our program) - contact information for qualified faculty have been provided to cooperating teachers and university supervisors regarding scoring rubrics and expectations - further development of training materials - further cross curricular alignment and expectations throughout the department
<p>Indirect:</p>			

<p style="text-align: center;">SLO #5 Impact on Student Learning</p>	<p>Direct: Level III Teacher Work Sample (Unit Plan Portfolio) -Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.</p>	<p>Rubrics which are directly aligned with the standards are included in the assignment and assessment and are completed by course instructor and university supervisor</p>	<ul style="list-style-type: none"> - Although the gap has narrowed, there is still some variability between instructor and university supervisor evaluations therefore course instructor data is provided for SPA reports. - Spring 2012: 100% of the UG TCs scored between acceptable and target by the capstone instructors (N=78) in all standards and elements assessed using the Level III TWS. Spring 2012, 100% PB TCs scored between acceptable and target by the capstone instructors and university supervisors (N=4) in all standards and elements assessed using the Level III TWS. Fall 2012: 100% of the UGs (N=78) and PBs (N=4) scored acceptable or target by both the capstone instructor and university supervisor. 	<ul style="list-style-type: none"> -Additional alignment of PETE standards and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment, assessment, reflection loop. - More objective rubrics have been integrated into the assignment, assessment, and university supervisor training. - As a department, we have identified methods to Model Standards Based Instructional Practices throughout the program by providing a direct link between PETE Standards and the TWS. - Continue the preparation, practice, feedback and opportunities for revision TCs receive with the Teacher Work Sample beginning in PED 2800 and culminating in PED 4610. The Teacher Work Sample process continues to be assessed by multiple instructors in multiple courses throughout the program. This provides the TCs with a variety of perspectives throughout the process offering ample time to re-work any sections before submitting the final product.
	<p>Direct: Professional Internship (Supplemental Assessment) PED 4699 (Senior Field Experience)</p>	<p>The cooperating teacher and the university supervisor assess the interns using The Physical Education Supplemental Assessment Rubric four times each for a total of eight. It is completed after four weeks at the elementary school as a mid-</p>	<ul style="list-style-type: none"> - We did not receive disaggregated data for the supplemental directly assessing SLO #5 Spring 2012 UG N= 96 PB N = 7 	<ul style="list-style-type: none"> - Need to provide further clarification and alignment of the Supplemental Assessment for a clear view of data. - Review reason for using cooperating teacher data only - Additional alignment of PETE standards and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment,

		evaluation. At the four week point the supervisor, cooperating teacher and intern all have a conference and discuss the intern's areas of strength, concerns and specific recommendations. This mid-experience assessment allows the intern another four weeks to develop/improve before the final evaluation is done at the end of the eight weeks.	Fall 2012 UG N = 91 PB N = 15	assessment, reflection loop. - continued modification of the professional internship handbook (integrating SLOs to model Standards Based Education throughout our program) - contact information for qualified faculty have been provided to cooperating teachers and university supervisors regarding scoring rubrics and expectations - further development of training materials - further cross curricular alignment and expectations throughout the department
	Indirect:			
SLO #6 Professionalism	Direct: Level III Teacher Work Sample (Unit Plan Portfolio) -Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.	Rubrics which are directly aligned with the standards are included in the assignment and assessment and are completed by course instructor and university supervisor	- Although the gap has narrowed, there is still some variability between instructor and university supervisor evaluations therefore course instructor data is provided for SPA reports. - Spring 2012: 100% of the UG TCs scored between acceptable and target by the capstone instructors (N=78) in all standards and elements assessed using the Level III TWS. Spring 2012, 100% PB TCs scored between acceptable and target by the capstone instructors and university supervisors (N=4) in all standards and elements	- more objective rubrics have been integrated into the assignment, assessment, and university supervisor training - as a department, we have identified methods to Model Standards Based Instructional Practices throughout the program by providing a direct link between PETE Standards and the TWS - Continue the preparation, practice, feedback and opportunities for revision TCs receive with the Teacher Work Sample beginning in PED 2800 and culminating in PED 4610. The Teacher Work Sample process is assessed by multiple instructors in multiple courses throughout the program. This provides the TCs with a variety of perspectives throughout the process offering ample time to re-work any sections before

			<p>assessed using the Level III TWS.</p> <p>Fall 2012: 100% of the UGs (N=78) and PBs (N=4) scored acceptable or target by both the capstone instructor and university supervisor.</p>	submitting the final product.
<p>Direct: Professional Internship (Supplemental Assessment) PED 4699 (Senior Field Experience)</p>	<p>The cooperating teacher and the university supervisor assess the interns using The Physical Education Supplemental Assessment Rubric four times each for a total of eight. It is completed after four weeks at the elementary school as a mid-evaluation. At the four week point the supervisor, cooperating teacher and intern all have a conference and discuss the intern's areas of strength, concerns and specific recommendations. This mid-experience assessment allows the intern another four weeks to develop/improve before the final evaluation is done at the end of the eight weeks.</p>	<p>Spring 2012: 100% of the UGs (N = 96) and 100% of the PBs (N=7) scored acceptable or target by the capstone instructor on SLO 6.</p> <p>Fall 2012: 100% of the UGs (N=91) and PBs (N=15) scored acceptable or target by the capstone instructor on SLO 6.</p>	<p>Additional alignment of PETE standards and similar rubrics and assignments in PED 2800, 3690, and 3691, following the process of the TWS assignment, assessment, reflection loop.</p> <ul style="list-style-type: none"> - continued modification of the professional internship handbook (integrating SLOs to model Standards Based Education throughout our program) - contact information for qualified faculty have been provided to cooperating teachers and university supervisors regarding scoring rubrics and expectations - further development of training materials - further cross curricular alignment and expectations throughout the department 	
<p>Indirect:</p>				