

**Assessment Report  
BA in Physical Education (Teaching)  
School of Kinesiology  
College of Education and Human Services  
Academic Year 2009-2010**

The purpose of this annual report is to document the Physical Education Teacher Education (PETE) program's progress assessing its student learning outcomes based upon the PETE's program assessment plan. The objective is to determine program effectiveness as it relates to the mission statement, student learning outcomes, current and proposed assessment activities, overview of changes made as a result of the previous year's report, changes being made to the program based on assessment data, and further assistance needed to improve assessment strategies.

**I. Program's Mission:**

**Physical Education Teacher Education Program at Marshall University**

The Physical Education Teacher Education program at Marshall University is accredited by the West Virginia Department of Education, levels Pre- K-Adult and 5-Adult. The Physical Education Teacher Education program follows the state of West Virginia physical education content standards. The West Virginia physical education content standards are based on the American Alliance for Health, Physical Education, Recreation, and Dance national physical education content standards. The national and state physical education content standards establish a foundation for pre-service teachers to follow the beginning teacher standards throughout coursework and practicum experiences.

The mission of Marshall University is as follows:

"Marshall University is a multi-campus public university providing innovative undergraduate and graduate education that contributes to the development of society and the individual. The University actively facilitates learning through the preservation, discovery, synthesis, and dissemination of knowledge."

The mission of the Physical Education Teacher Education program at Marshall University is to enhance student knowledge in the profession of physical education. The PETE program's Conceptual Framework in conjunction with the College of Education's Conceptual Framework, as well as adhering to the Marshall University mission, provides students the opportunity to enhance learning about new teaching, human development, and curriculum theories. Coursework and clinical experiences provide students with the ability to gain a thorough background of teaching as a profession. This mission reaches out to those individuals entering the profession of physical education as well as those who would like to change career goals. This mission is facilitated by course content and clinical experiences planned and organized by the teaching faculty. The Marshall University PETE program, as does the College of Education and more importantly Marshall University as a whole seeks to provide an encompassing experience for the students so they will be able to interact among an open, demanding, and constantly evolving society. The PETE program also seeks to enhance the mission by:

- Helping students gain a better understanding of teaching physical education as a profession.
- Preparing pre-service physical education teachers through academic and professional coursework. Clinical experiences relate the theory and practice of teaching physical education.
- Introducing students to new theories, concepts, and practices related to the teaching of physical education.
- Enabling students to recognize and address societal and cultural demands placed on curriculum planning and programming.
- Giving students a variety of learning situations.
- Cooperating with local schools to enhance student's educational experience.
- Being an educational and service resource to West Virginia and the Tri-State Area.
- Having students engage in activities that enhance critical thinking skills related to teaching and learning throughout the educational process.

## **II. Program's Student Learning Outcomes**

There are six student learning outcomes that teacher candidates must adhere to as they progress through the program. The six 2008 National Initial Physical Education Teacher Education Standards and/or Outcomes were adopted in accordance with the American Association of Health, Physical Education, Recreation, and Dance (AAHPERD) and National Association for Sport and Physical Education (NASPE) will be implemented as the basis for attaining program accreditation. The following six learning outcomes will begin a cycle of assessment starting in the spring of 2010 (Also refer to Chart 1):

### **Standard 1: Scientific and Theoretical Knowledge**

*Physical Education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

### **Standard 2: Skill and Fitness Based Competence**

*Physical Education teacher candidates 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.*

### **Standard 3: Planning and Implementation**

*Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

### **Standard 4: Instructional Delivery and Management**

*Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.*

**Standard 5: Impact on Student Learning**

*Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.*

**Standard 6: Professionalism**

*Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

**CHART 1**

AAHPERD/NASPE STANDARD	COURSES	ASSESSMENT(S)
<p><b>1. Scientific and Theoretical Knowledge</b> Physical Education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</p>	<p>ESS 118-Development of Physical Education &amp; Sport in the U.S. ESS 201-Scientific Foundations of Physical Education ESS 218-Sociocultural Basis of Physical Education and Sport ESS 321-Kinesiology ESS 345-Physiology of Exercise ESS 314-Physical Education in Elementary Schools ESS 350-Rhythms and Movement for Children ESS 369-Nature and Bases of Motor Skills ESS 435-Adapted Physical Education and Mainstreaming ESS 480-Introduction to Physical Education Teacher Education ESS 481-Teaching Team and Individual Sports CI 415-Secondary Methods of Teaching Physical Education CI 450-Clinical III Student Teaching CI 470-Clinical II Student Teaching</p>	<p>-Case Study -Movement Analysis -Learning a New Skill -Unit Plan -Lesson Plan -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form</p>
<p><b>2. Skill and Fitness Based Competence</b> Physical Education teacher candidates 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.</p>	<p>ESS 345-Physiology of Exercise ESS 481-Teaching Team and Individual Sports</p>	<p>-Personal Fitness Project -Case Study</p>

Assessment Report: 2009-2010, Physical Education Teacher Education, School of Kinesiology,  
College of Education & Human Services

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<p><b>3. Planning and Implementation</b> Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.</p>	<p>ESS 314-Physical Education in Elementary Schools ESS 350-Rhythms and Movement for Children ESS 435-Adapted Physical Education and Mainstreaming ESS 481-Teaching Team and Individual Sports CI 415-Secondary Methods of Teaching Physical Education CI 450-Clinical III Student Teaching CI 470-Clinical II Student Teaching</p>	<p>-Unit Plans -Lesson Plans -Student Teaching Capstone -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form</p>
<p><b>Standard 4: Instructional Delivery And Management</b> Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.</p>	<p>ESS 314-Physical Education in Elementary Schools ESS 350-Rhythms and Movement for Children ESS 435-Adapted Physical Education and Mainstreaming ESS 481-Teaching Team and Individual Sports CI 415-Secondary Methods of Teaching Physical Education CI 450-Clinical III Student Teaching CI 470-Clinical II Student Teaching</p>	<p>-Unit Plans -Lesson Plans -Student Teaching Capstone -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form</p>
<p><b>Standard 5: Impact on Student Learning</b> Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.</p>	<p>ESS 314-Physical Education in Elementary Schools ESS 350-Rhythms and Movement for Children ESS 435-Adapted Physical Education and Mainstreaming ESS 481-Teaching Team and Individual Sports CI 415-Secondary Methods of Teaching Physical Education CI 450-Clinical III Student Teaching CI 470-Clinical II Student Teaching</p>	<p>-Unit Plans -Lesson Plans -Student Teaching Capstone -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form</p>
<p><b>Standard 6: Professionalism</b> Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.</p>	<p>ESS 314-Physical Education in Elementary Schools ESS 350-Rhythms and Movement for Children ESS 369-Nature and Bases of Motor Skills ESS 435-Adapted Physical Education and Mainstreaming ESS 480-Introduction to Physical Education Teacher Education ESS 481-Teaching Team and Individual Sports</p>	<p>-Service Learning Project -Professional Organization Project -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form</p>

	CI 415-Secondary Methods of Teaching Physical Education CI 450-Clinical III Student Teaching CI 470-Clinical II Student Teaching	
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The PETE faculty will assess two standards/outcomes each year beginning in the spring 2010 semester. The following matrix displays the schedule of standard/outcome assessment (See Appendix A for full matrix of learning outcomes and assessments):

Standard	1	2	3	4	5	6
Year Assessed	2010-2011	2010-2011	2011-2012	2011-2012	2012-2013	2012-2013

### III. Assessment Activities

The PETE faculty will utilize a number of assessment tools in order to evaluate student learning objectives. A number of indirect assessments will be analyzed focusing on the teacher candidate as they near the end of their educational experience, such as the Clinical II Experience Evaluation Form (Completed during the 75 hour student teaching experience) and the Clinical III Experience Evaluation Form (Completed during the 16 week student teaching experience). Teacher candidates will be asked to complete an Exit Interview Survey (See Appendix B) at the end of their educational experience at Marshall University. The survey is expected to be given at the end of the teacher candidate's student teaching experience, if it is the teacher candidate's last semester, if not it will be given in the teacher candidates last class before graduation.

#### **PETE Enrollment Data**

Currently there are 60-70 declared majors in the program. The PETE faculty has made a concerted effort to ensure that all teacher candidates progress through the program. There have been a number of students within the past year change majors because of a number of factors, such as not meeting the 2.7 Grade Point Average, passing the Praxis I Exam, the required credit hours is too much, or a combination of the three. Based on this information the PETE faculty have recommended and will put in place safeguards in which to keep students in the major as well as recruit new students to the program.

#### IV. Overview of Changes

The proposed program changes will begin to be assessed and implemented during the spring of 2010 semester as well as a national search will be conducted for an open tenure line faculty position in elementary physical education. The suggestions are as follows:

- 1) Develop courses, concerning assessment and technology in the physical education setting; submit new courses for approval, Teaching Team and Individual Sports and Introduction to Physical Education Teacher Education. Develop course assessments that provide information concerning what the students know, understand, and can apply in a K-Adult school physical education setting. These course assessments will be the foundation on which to begin the steps to achieving NASPE/NCATE program certification.
- 2) Develop and implement study sessions to assist the students in achieving a passing score(s) on the Praxis I (Math, Reading, and Writing sections) and Praxis II (Principles of Learning and Teaching, Physical Education and Health sections). Also, develop an assessment to give the students gauging the effectiveness of the study sessions.
- 3) Develop and implement a system to closely monitor students related to their Grade Point Average.
- 4) Develop a 4-year graduation plan for students who are majoring in Pre-K-Adult Physical Education with Health-5-9 as a second major Teaching Certification.
- 5) Investigate the potential of combining Health and Physical Education into one degree and having students select a minor from a list of options, such as, Biology, Math, Science, and special Education to name a few.
- 6) Review the curriculum related to the School of Kinesiology courses listed as ESS 314-Physical Education in Elementary Schools, ESS 350-Rhythms and Movement for Children, ESS 369-Nature and Bases of Motor Skills, ESS 435-Adapted Physical Education and Mainstreaming, and ESS 481-Teaching Team and Individual Sports and seek to place these course under Admit 4 status. Admit 4 status is that the student has taken EDF 218 (grade of C or better) and EDF 270 for credit, attained passing scores for all parts of the Praxis I: PPST, have a minimum Grade Point Average of 2.7 overall and a 2.7 Marshall Plan, and have completed at least 26 credit hours at Marshall University or be a transfer student and have completed 12 *Marshall University* credit hours.

- 7) A national search will be conducted to find a successful candidate with a terminal degree in Physical Education Pedagogy with a background in Elementary Physical Education and Health, or related field. Additionally, this person needs to be qualified in helping to restructure the elementary physical education component of the major so that it best reflects current measures related to NASPE/NCATE program accreditation. The person will also assist Mr. Robertson in data collection for the program as well as supervise Clinical II and Clinical III student teachers in Physical Education.

The six 2008 National Initial Physical Education Teacher Education Standards and/or Outcomes have been indentified in accordance with the American Association of Health, Physical Education, Recreation, and Dance (AAHPERD) and National Association for Sport and Physical Education (NASPE) and a schedule is being developed to assess these outcomes. The table below details the outcomes that will be focused on and assessed. To date, we do not have benchmarks, results, or analysis/planned actions for these outcomes.

Outcomes & Year (Refer to Pages 4 and 5)	Manner of Assessment	Courses of Assessment
1: 2010-2011	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470
2: 2010-2011	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470
3: 2011-2012	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470
4: 2011-2012	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470
5: 2012-2013	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470
6: 2012-2013	Outcome assessment to be developed -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	ESS: 314, 350, 369, 435, 480, 481 CI: 415, 45, 470

**V. Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day Activities.**

During the spring 2010 semester an assessment will be developed so that majors can come and answer questions related to where they are in the program (Freshmen, Sophomore, Junior, Senior) and provide information of what they have gone through thus far at Marshall University and what they might like to see added or deleted from the program. This assessment activity will be developed specifically for Assessment Day.

**VI. Assistance Needed with Assessment**

At this point, no assistance is needed with assessment unless the committee recommends changes to this document.

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**BA in Physical Education (Teaching)**  
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**APPENDIX A**  
**MARSHALL UNIVERSITY**

**Assessment of Program's Student Learning Outcomes for the Physical Education Teacher Education Program 2009-2010**

<b>Program's Student Learning Outcome</b>	<b>Year Evaluated</b>	<b>Assessment Measures</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/Planned Action</b>
Physical Education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	2010-2011	-Case Study -Movement Analysis -Learning a New Skill -Unit Plan -Lesson Plan -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	To Be Determined (TBD)	TBD	TBD
Physical Education teacher candidates 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.	2010-2011	-Personal Fitness Project -Case Study	TBD	TBD	TBD
Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	2011-2012	-Unit Plans -Lesson Plans -Student Teaching Capstone -Clinical II Experience Evaluation Form -Clinical III Experience Evaluation Form	TBD	TBD	TBD

Assessment Report: 2009-2010, Physical Education Teacher Education, School of Kinesiology,  
College of Education & Human Services

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Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	2011-2012	<ul style="list-style-type: none"> <li>-Unit Plans</li> <li>-Lesson Plans</li> <li>-Student Teaching Capstone</li> <li>-Clinical II Experience Evaluation Form</li> <li>-Clinical III Experience Evaluation Form</li> </ul>	TBD	TBD	TBD
Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.	2012-2013	<ul style="list-style-type: none"> <li>-Unit Plans</li> <li>-Lesson Plans</li> <li>-Student Teaching Capstone</li> <li>-Clinical II Experience Evaluation Form</li> <li>-Clinical III Experience Evaluation Form</li> </ul>	TBD	TBD	TBD
Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.	2012-2013	<ul style="list-style-type: none"> <li>-Service Learning Project</li> <li>-Professional Organization Project</li> <li>-Clinical II Experience Evaluation Form</li> <li>-Clinical III Experience Evaluation Form</li> </ul>	TBD	TBD	TBD

**Assessment Report  
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School of Kinesiology  
College of Education and Human Services  
Academic Year 2009-2010**

**APPENDIX B  
MARSHALL UNIVERSITY  
Exit Interview Evaluation of Physical Education Teacher Education Program**

MARSHALL UNIVERSITY  
Department of Kinesiology  
Physical Education Student Teaching  
Exit Interview

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Pre-K-Adult \_\_\_\_\_ 5-Adult \_\_\_\_\_ Health 5-Adult \_\_\_\_\_

1. Are you prepared to be a health and physical education teacher?
2. What are your overall impressions of your experience here at Marshall University?
3. Which courses in ESS, CI, and EDF do you feel were most beneficial? Why?
4. Which courses in ESS, CI, and EDF do you feel were not beneficial? Why?
5. Is there a course or courses that you feel we need to implement at Marshall University to better prepare you as a health and physical education teacher?
6. Would you recommend the two placements and supervising teachers where you were placed to another physical education student teacher? Why or Why not?

First 8 weeks: School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

Second 8 weeks: School \_\_\_\_\_

Supervising Teacher \_\_\_\_\_

7. Is there anything that you feel should be changed or implemented to assist the physical education teacher education program at Marshall University?
8. Any comments that you would like to add concerning the program, clinical experiences, supervisors, or mentoring while you were enrolled at Marshall University.