

B.S. ED. IN HEALTH AND PHYSICAL EDUCATION SY 2003-2004

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p>CSU Goals to which this program most contribute are:</p> <p>Goal 1. To organize all activities, including program design and delivery, evaluation... upon the principle of genuine concern for the education of students, their social and intellectual growth...</p> <p>Goal 3: To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p> <p>Goal 4: To increase the visibility of the university in the community, region, state, nation and other countries.</p> <p>Goal 5: To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p> <p>Goal 6: To develop and implement a comprehensive master plan for the acquisition, use, and maintenance of technology in instruction and university operations.</p>	<p>1. Possess a strong knowledge base in the discipline of physical education; possess knowledge of growth and development across the lifespan.</p> <p>2. Possess knowledge of literature and research which enhances creative and effective teaching.</p>	<p>1. Praxis II Exam in Health and Physical Education.</p> <p>Student teacher survey.</p> <p>Knowledge tests and other cognitive assessments in PELM 2205, 2345, 3216, 3217, 4215, 4245, 4416, 5215, 5216, 1205; EXSC 2135, 4131</p> <p>Model of Appropriate Practice (MAP) Assessment</p> <p>2. Praxis II Exam in Health and Physical Education.</p> <p>Knowledge tests and other cognitive assessments in PELM 3216, 3217, 4215, 4216, 5215, 5216, PEDS 2379.</p>	<p>1. 10 of 11 students passed the content knowledge portion of Praxis II in 2002-2003 (03-04 results not yet available.)</p> <p>Student teachers in Spring 20034 felt well prepared in physical education. 3 out of 8 indicated a need for more health content.</p> <p>All students make C or better grades prior to graduating.</p> <p>36 students evaluated on content knowledge in PELM 5216 in 2001-2004; all met or exceeded expectations (12 in 2003-2004). 9 student teachers evaluated in 2003-2004; all met or exceeded expectations</p> <p>2. In 2002-2003, the pass rate for 11 students on the content knowledge test (0856) was 90.9%; on Movement Analysis and Design (0092) the pass rate was 100%.</p> <p>All students make C or better grades prior to graduating.</p>	<p>1. Of 13 students for whom Praxis II scores by area are available (1999-2003), no more than one student scored below the average range in any of the six areas of the test. In four areas, no one scored below the average range. Scores have not indicated the need for changes.</p> <p>School Health class added to the curriculum.</p> <p>2. For the 13 students for whom scores are available on test 092, 8 scored above the average range and 5 within the average range on fitness. On skills, 3 scored above the average range, 8 within, and 2 below.</p>

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	<p>3. Knowledge of fundamental and sports skills, physical abilities and sport forms which provide the foundation of P-12 physical education programs.</p> <p>4. Demonstrate competence in a variety of physical skills.</p>	<p>3. Praxis II Exam in Health and Physical Education.</p> <p>Knowledge tests and other cognitive assessments in PEDS 2379, 2371, 2372, PELM 1205, 3216, 3217, 4245, 5215, EXSC 2135, 4131</p> <p>4. Skills tests, ratings of technique, and peer assessments in PEDS 2371 and 2372 as follows:</p> <p>PEDS 2371:</p> <p>Soccer – skills test on instep kick; ratings of technique on dribbling, passing, and instep kick.</p> <p>Flag Football – skills test on pass for distance; rating of technique on pass, catch; check of ability to run offensive plays in games.</p> <p>Speedball- skills test of punt for accuracy.</p> <p>Ultimate Frisbee – skills test on throw for accuracy, catching.</p>	<p>3. 90.9% pass rate on content knowledge (0856) in 2002-2003 (ETS data).</p> <p>All students make C or better grades prior to graduating.</p> <p>4. Weaknesses identified in several sport areas for several students. No consistent patterns yet identified.</p>	<p>4. Have begun formalizing data collection. Will use, when patterns emerge to make any course revisions and recommendations to individuals.</p>

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		<p>PEDS 2372: Volleyball – rating of technique on set, forearm pass, serve. Badminton – skills test on over-hand clear, short & long serves; rating of technique on clears, serves; check of singles strategy in game play. Softball – skills test on fielding grounders, throw from shortstop to first; ratings of technique on throw from outfield, hitting, bunting, fielding grounders.</p> <p>PELM 3216: Locomotor skills assessed through observation</p> <p>PELM 5215: Selected fundamental locomotor and manipulative skills assessed through videotape analysis.</p>	<p>Weaknesses identified in several sport areas for several students. No consistent patterns yet identified.</p> <p>Satisfactory performance.</p> <p>Acceptable levels of performance observed during 2002-2004.</p>	

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	<p>5. Display an active lifestyle that reflects a high level of fitness and wellness.</p> <p>6. Apply acquired knowledge by planning, implementing and assessing developmentally appropriate learning experiences and sound progression in P-12 settings.</p>	<p>5. Self-report of activity level in PELM 2205.</p> <p>Informal observation, conversation.</p> <p>6. Evaluation of lessons taught in methods classes and student teaching. Evaluation of lesson and unit planning. Video tape analysis of teaching.</p> <p>Praxis II (0092) – Movement Analysis and Design</p>	<p>5. Moderate to high level of activity reported by most students.</p> <p>Majors frequently participate in community, intramural or intercollegiate sports.</p> <p>6. 12 methods students (PELM 5216) all demonstrated competence in teaching, planning and assessing. (as determined by lesson observation, videotapes, unit plans)</p> <p>100% pass rate in 2002-2003 (last complete results).</p>	<p>5. Most students in PELM 2205 are just entering the program. From this point, we continue emphasizing the importance of an active lifestyle, especially in PELM 4317.</p> <p>Fitness is a value conveyed to majors, but it is not a program requirement. Data are used for individual self-improvement.</p> <p>6. Using multiple forms of assessment (journal and informal observation, lesson & unit planning, video taping, self-evaluation, multiple peer assessments.)</p> <p>Added practicum hours for health teaching and dance.</p>

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		<p>Student teaching survey.</p> <p>Pre and post cognitive and psychomotor assessments plus affective assessment required in student teaching.</p> <p>MAP Assessment</p>	<p>Student teachers in 2003-2004 (n=8) indicated that they feel well-prepared to plan, instruct, and assess in physical education. 6/8 indicated the need for more work in planning or teaching health.</p> <p>Demonstrated ability to design appropriate assessments and modify existing assessments; some improvement needed in interpreting results.</p> <p>12 of 12 students in PELM 5216 and 9 of 9 student teachers in Sp. 2004 evaluated as meeting or exceeding expectations in planning, assessing, and instructing.</p> <p>Evaluations by P-12 teacher supervising practicum students (PELM 4416) have been exceptional.</p>	<p>Subject Health (3 credits) and Teaching Practicum in Health (1 credit) added to the curriculum.</p> <p>Providing more guidance to developing assessments. Continued work needed on interpreting results</p>

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	<p>9. Demonstrate sensitivity to the needs of students of varying abilities and skills.</p> <p>10. Possess a desire for learning, a commitment to continued professional growth, and an understanding of the value of accountability and collaboration in promoting a positive image of physical education.</p>	<p>MAP Assessments</p> <p>9. Observation in methods classes and student teaching.</p> <p>10. Professional membership, conference attendance; volunteering for Special Olympics and field days, participating in professional development activities such as officiating in intramurals, joining a gym or fitness club, competing in races</p>	<p>All 12 PELM 5216 students and all 9 student teachers exceeded expectations on item 4b: Reflects on teaching.</p> <p>9. Methods students worked satisfactorily with students of varying abilities.</p> <p>PELM 4245: Comfort level of students in working with students with disabilities was observed to improve; students did well in modifying activities.</p> <p>10. 12 students in PELM 5216 joined Georgia Education Association.</p> <p>PELM 2205 students met the requirement for 3 professional development activities.</p> <p>Three students helped with high school athletics. One student officiated in intramurals. Three students helped with Special Olympics. Several students helped with P-5 field days.</p>	<p>Have indicated to student teachers that, if reflections are strong prior to their full time teaching, they may submit reflections 2 times weekly rather than daily. Will monitor effect of this change.</p> <p>Credit hours in the adapted class will increase from 2 to 3 beginning Fall 2004.</p> <p>10. Continue to encourage membership in organizations. Continue to seek funding for student travel.</p>

PHYSICAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT METHODS

OUTCOMES	METHODS OF ASSESSMENT							
	1	2	3	4	5	6	7	8
1. Knowledge of phy.ed. content; development	X	X	X	X	X	X		
2. Knowledge of research on teaching	X	X	X	X				
3. Knowledge of skills, abilities, sports	X	X	X	X	X			
4. Competence in physical skills	X							
5. Active lifestyle; high level of fitness	X				X			X
6. Apply knowledge; plan, implement, assess	X	X	X		X	X	X	X
7. Create positive learning environment	X						X	X
8. Think critically and reflectively				X	X		X	X
9. Sensitive to individual differences in ability	X						X	X
10. Commitment to professional growth					X		X	X

EXPLANATION OF METHODS OF ASSESSMENT

- | | |
|---|-------------------------------------|
| 1. Internal assessment instrument/process | 5. Portfolio |
| 2. External assessment instrument/process | 6. Surveys |
| 3. Exit exam or interviews (Praxis II) | 7. Special projects/capstone course |
| 4. Oral/written reports or tests | 8. Other (will specify) |

M.ED & NON-TRADITIONAL M.ED IN HEALTH AND PHYSICAL EDUCATION SY 2003-2004

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	<p>4. Communicate knowledge about and appreciation for the importance of lifetime physical activity and wellness.</p> <p>5. Establish goals and design learning experiences that communicate high expectations for student learning that emphasizes the development of skillful movers.</p> <p>6. Demonstrate a variety of assessment techniques to evaluate and improve student learning, programs, and instruction.</p>	<p>4. Philosophy papers; reflection journals; presentations; exit exams.</p> <p>Four students were graduate assistants teaching Concepts of Fitness.</p> <p>As a part of fellowship one graduate student teaches sports medicine in a local high school.</p> <p>5. Evaluation of learning goals in curriculum projects and lesson plans; evaluation of lessons taught, in-class testing; exit exam.</p> <p>Praxis II Exam (for students in non-traditional M.Ed. program): Movement and Analysis and Design.</p> <p>6. Evaluation of assessment instruments designed to assess student learning; projects on assessment.</p>	<p>4. Except in selected cases, exit exams have not focused on this objective.</p> <p>Reflections convey a commitment to helping undergraduate students value fitness.</p> <p>5. Students demonstrate improvement from program entry to completion. Goal still needs to be emphasized.</p> <p>100% pass rate on this portion of Praxis II by all graduates.</p> <p>6. Students in PELM 6119 designed appropriate assessments for each QCC for grades 2, 4, 6, 8, 9-12.</p>	<p>Faculty at times work directly with graduate students as they teach in P-12 schools.</p> <p>4. Increased by one credit hour Teaching P-12 Fitness (taught the first time in Summer 2004).</p> <p>5. Goal still needs to be emphasized.</p> <p>6. Continue to offer the assessment class (PELM 6119) on 2 year cycle.</p>

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	<p>7 . Critically analyze and reflect on teaching practices and the learning environment for the purpose of effecting change</p> <p>8. Demonstrate sensitivity to and respect for students of different abilities, genders, and racial and cultural backgrounds.</p> <p>9. Demonstrate knowledge of community resources and serve as advocates for physical education and/or health in their schools and communities.</p>	<p>7. Evaluation of reaction papers and reflective journals on teaching; philosophy papers, action research project.</p> <p>8. Observations; check sheets and ratings of teaching behaviors.</p> <p>9. Presentations; projects (many including the identification of community resources.)</p> <p>Involvement in professional organizations/activities.</p>	<p>7. Critical and reflective analyses are improving in P-12 teachers in our program. Some program majors are recent graduates lacking teaching experience, which hinders their ability to reflect</p> <p>8. Greater experience with various teaching styles is enabling teachers to modify teaching more appropriately.</p> <p>Non-trad. M.Ed. students take PELM 5216 in a racially/culturally diverse settings; impacted positively on their comfort level in working with a diverse student population.</p> <p>Student teachers placed in a low SES school with high % of minority students were very successful.</p> <p>9. Students are able to identify community agencies that serve the needs of at-risk students</p> <p>Five non-traditionl M.Ed. students are NATA certified trainers.</p> <p>Eight M.Ed. students presented at a regional physical education conference.</p>	<p>7. Graduate teaching assistants are encouraged to grow by reflecting on their teaching of undergraduate students.</p> <p>8. Continue placement in racially/culturally diverse settings.</p> <p>9. Continued emphasis on professional involvement and advocacy role.</p>