

**B.S. ED. IN HEALTH AND PHYSICAL EDUCATION - AY 2005-2006**

| Expanded Statement of Institutional Purpose   | Program Intended Outcomes  | Assessment Method and Criteria  | Assessment Results  | Use of Results   |
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| <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</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. Knowledge tests and other cognitive assessments in PELM 3216, 3217, 4215, 4216, 5215, 5216, PEDS 2379. Projects and papers requiring the inclusion of refereed journal articles from within the field.</p> | <p>1. Four of five students (80%) passed the content knowledge portion of Praxis II in 2005-2006. Eight students completed the B.S.Ed. program in 2005-2006 and two of those students took the Praxis II test. One program completer (50%) passed.</p> <p>Student teachers in 2005-2006 felt well prepared in physical education. Eight out of 9 indicated a need for more health content.</p> <p>All students make C or better grades prior to graduating.</p> <p>10 students evaluated on content knowledge in PELM 5216 in 2005-2006; all met or exceeded expectations.</p> <p>MAP assessments are kept on file as evidence of student classroom practice over their time in the program.</p> <p>2. All students must make a C or better in each course prior to graduating.</p> | <p>1. Continue to monitor results.</p> <p>A school health class was added to the program of study in 2003-2004 as well as a two hour practicum in Health. Monitor student teacher surveys to examine the effectiveness of these changes. Additional time is needed to assess the results of these additional course offerings.</p> |

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| <p>and university operations.</p> | <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>Preparation of portfolios with requirements ranging from lesson plans to critical incident reports.</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. 80% pass rate on content knowledge (0856) of those students who took the test in 2005-2006.</p> <p>All students make C or better grades prior to graduating.</p> <p>4. Weaknesses identified in several sport areas for several students.</p> <p>Satisfactory performance.</p> | <p>3. Another avenue for assessment of the overall content of the program.</p> <p>4. Course methods altered to provide more practice time for students who do not demonstrate competency in skill performance.</p> |
|                                   | <p>4. Continued...</p>   | <p>PEDS 2372:</p> <p>Volleyball – rating of technique on set, forearm pass, serve.</p> <p>Badminton – skills test on over-hand clear, short &amp; long serves; rating of technique on clears, serves; check of singles strategy in game play.</p> <p>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 3217:</p> <p>Locomotor skills assessed through observation</p> <p>PELM 5215:</p> <p>Selected fundamental locomotor and manipulative skills assessed through videotape analysis and Dartfish computer</p>   | <p>Satisfactory performance.</p> <p>Satisfactory performance.</p> <p>Acceptable levels of performance observed during 2005-2006.</p>   | <p>Continue to enhance this assessment through the use of software purchased via a technology grant.</p>   |

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|  | <p>5. Display an active lifestyle that reflects a high level of fitness and wellness.</p>   | <p>software.</p> <p>5. Self-report of activity level in PELM 2205.</p> <p>Informal observation, conversation.</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>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. Apply acquired knowledge by planning, implementing and assessing developmentally appropriate learning experiences and sound progression in P-12 settings.</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>6. 10 methods students (PELM 5216) all demonstrated competence in teaching, planning and assessing. (as determined by lesson observation, videotapes, surveys, critical incidents reports, and unit plans).</p> <p>100% pass rate of those who attempted the test in 2005-2006.</p> | <p>6. Using multiple forms of assessment (journal and informal observation, lesson &amp; unit planning, video taping, self-evaluation, multiple peer assessments.)</p>   |

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|  | 6. Continued...  | <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 2005-2006 (n=9) indicated that they feel well-prepared to plan, instruct, and assess in physical education. 8 of 9 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>10 of 10 students in PELM 5216 and 9 of 9 student teachers in 2005-2006 met or exceeded expectations in planning, assessing, and instructing.</p> <p>Evaluations by P-12 teacher supervising practicum students (PELM 4416) have been exceptional.</p> | <p>School Health (3 credits) and Teaching Practicum in Health (2 hours) added to the curriculum.</p> <p>Continue to emphasize development and design of assessments in PELM 4335, as well as interpretation of results.</p> <p>Continue to monitor.</p> |
|  | 7. Use effective teaching behaviors to create positive learning environments that enhance physical, cognitive, social and emotional develop. | <p>7. Observation and evaluations of lessons taught in methods classes and student teaching. Video tape analysis of teaching.</p> <p>Evaluations by P-12 teachers working with practicum students (PELM 4416)</p> <p>MAP Assessment</p> | <p>7. The majority of students demonstrate satisfactory class management skills as evaluated by methods teachers, cooperating teachers and university supervisors.</p> <p>Exceptional evaluations</p>  | <p>7. Continue to emphasize behavior management strategies in methods classes.</p> <p>Continue to emphasize relation building in all methods</p>  |

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|   |   | Student Teaching Surveys  | <p>by P-12 supervising teachers.</p> <p>All students in PELM 5216 (14) and all 9 student teachers in 2005-2006 met or exceeded expectations.</p> <p>1 of 9 student teachers in 2005-2006 identified a need for field experiences to be structured to allow for the building of relationships with school students to help enhance their teacher candidate experiences.</p>   | <p>classes. PELM 5216 has been restructured for Fall of 2006. The teacher candidates in PELM 5216 will be working with the same students each day Monday through Thursday.</p> |
| <p>8. Think critically and reflectively about their teaching.</p> <p>9. Demonstrate sensitivity to the needs of students of varying abilities and skills.</p> | <p>8. Journals kept in PELM 3217 and student teaching. Self-evaluation and peer evaluations in methods classes.</p> <p>MAP Assessments</p> <p>9. Observation in methods classes and student teaching.</p> | <p>8. Students are making progress in demonstrating their ability to think reflectively and critically about their teaching.</p> <p>All 10 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 within various school cultures.</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>8. Continue to guide students to think about specific teaching practices and behaviors.</p> <p>Reduce number of weekly reflections as quality of critical inquiry is demonstrated by student interns.</p> <p>Monitor student teaching surveys to ascertain student perceptions of their preparedness in working with children with special needs.</p> <p>Continue to monitor teacher candidate results for this course.</p> |  |

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|  | <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>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, etc.</p> | <p>10. 10 students in PELM 5216 joined PAGE or GEA.</p> <p>PELM 2205 students met the requirement for 3 professional development activities.</p> <p>Eight students helped with high school athletics.</p> <p>Two students officiated in intramurals.</p> <p>Six students helped with Special Olympics/Senior Olympics</p> <p>30 plus students conducted the P-5 field days for two elementary schools.</p> <p>Nine students attended and presented at a regional meeting.</p> | <p>10. Continue to encourage membership in organizations. Continue to seek funding for student travel.</p> |
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**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**

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| 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- AY 2005-2006**

| <b>Expanded Statement of Institutional Purpose</b>   | <b>Program Intended Outcomes</b>  | <b>Assessment Method and Criteria</b>   | <b>Assessment Results</b>  | <b>Use of Results</b>  |
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| <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</p> | <p>1. Locate, evaluate, conduct, interpret and apply research for the improvement of teaching.</p> <p>2. Utilize technology to enhance teaching and supportive functions.</p> <p>3. Demonstrate effective teaching behaviors, a variety of teaching styles, and knowledge of appropriate practices in their teaching.</p> | <p>1. Use of internet resources, professional journals, and books in papers and projects; demonstration of knowledge of research on teaching on in-class exams and exit exam; presentations; interviews with P-12 students; summary/reaction papers; using systematic data recording systems.</p> <p>2. Use of internet resources in papers and projects/video tape analysis of teaching behaviors; Power Point presentations; graduate survey.</p> <p>Use of heart rate monitors, pedometers, Dartfish, film review of skill movements, and fitness software.</p> <p>3. Ratings of teaching behaviors; ratings of skill in using a variety of teaching methods; observation of appropriate teaching practices, live and on tape at the middle school level.</p> <p>GMAP in PELM 6116</p> | <p>1. Three students took and passed the Exit Exam in 2005-2006.</p> <p>Four students in PELM 6117 demonstrated an understanding of the social influences of physical education and sport.</p> <p>Regular use of internet resources, journals and books in papers and projects.</p> <p>2. Regular use of internet resources, journals and books in papers and projects. Power Point presentations are used frequently and well.</p> <p>Ten students used technology to review skill performance of athletes.</p> <p>3. Students improving in using a variety of teaching styles. In Spring 2002, Fall 2003, and Fall 2004 the partnering of students in P-12 schools to teach and tape lessons using different teaching styles.</p> <p>9 students in PELM 6116 met or exceeded expectations on the G MAP and exhibited proficiency in various teaching styles.</p> | <p>2. Continue this emphasis.</p> <p>Student responses indicated the PELM 5215G and PELM 6116 was useful in preparation for Praxis II exam. Continue to offer this class.</p> <p>3. Worked successfully; plan to continue. Faculty at times work directly with graduate students as they teach in P-12 schools. These students more prepared to adapt to the various settings during their student teaching.</p> |

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| <p>operations.</p> | <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>Five students were graduate assistants teaching Concepts of Fitness.</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>PELM 6135 had student advocacy project as an integral part of course.</p> <p>5. Students demonstrate improvement from program entry to completion.</p> <p>100% pass rate on this portion of Praxis II by all graduates.</p> <p>6. Students in PELM 6116 designed appropriate assessments to check for student learning due to the different teaching styles.</p> | <p>4. Continue to offer PELM 6135 Teaching P-12 Fitness during the next school year.</p> <p>Check for evidence of this behavior with students through student journaling in regard to the affective domain.</p> <p>5. Continue emphasis.</p> <p>Continue to offer this method of assessment in PELM 5216, 5215, 4215 &amp; 6135.</p> <p>6. Assessment techniques should be taught in the following courses and continue to be offered on a two year cycle - PELM 6119, and PELM 6116.</p> |
|                    | <p>7. Critically analyze and reflect on teaching practices and the learning environment for the purpose of effecting change</p>   | <p>7. Evaluation of reaction papers and reflective journals on teaching; philosophy papers, action research project. Critical analysis of teaching is a strong component of our reflective journal within the student teaching portfolio.</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 until their student teaching experience.</p>  | <p>7. Graduate teaching assistants are encouraged to grow by reflecting on their teaching of undergraduate students in courses such as PELM 1205.</p>   |

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|  | <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>8. Observations and self ratings of their teaching behaviors in all field experiences.</p> <p>Multicultural Diversity is a strong component of the PLEM 5216G course. Students as asked to write critical incidents in relation to diversity issues which arise as part of the field experience.</p> <p>9. Presentations; projects (many including the identification of community resources.)</p> <p>Involvement in professional organizations/activities.</p> <p>PELM 5215G students organized and conducted field days in local elementary schools.</p> | <p>8. Greater experience with various teaching styles is enabling teachers to modify teaching more appropriately.</p> <p>Students were successful in teaching a multiculturally diverse curriculum within a multiculturally diverse setting.</p> <p>Non-trad. M.Ed. students take PELM 3217 in 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 within the PSN 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>Nine M.Ed. students presented at a regional physical education conference.</p> | <p>8. Continue placement in racially/culturally diverse settings in the Partner School Network (PSN) and teach a multiculturally diverse curriculum successfully.</p> <p>9. Continued emphasis on professional involvement and advocacy role.</p> <p>Continue to provide quality health and physical education activities to local schools and present at health and physical education conferences.</p> |
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