

B.S. ED. IN HEALTH AND PHYSICAL EDUCATION
SY 2006-2007

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>Possess a strong knowledge base in the discipline of physical education; possess knowledge of growth and development across the lifespan.</p>	<p>GACE 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>6 of 7 students passed the content knowledge portion of GACE in 2006-2007 (July 06 through June 07)</p> <p>Student teachers in 2006-2007 felt well prepared in physical education. Seven out of seven indicated a need for health courses that was designed to prepare students for teaching school health.</p> <p>All students make C or better grades prior to graduating. Eight students evaluated on content knowledge in PELM 5216 in 2006-2007; all met or exceeded expectations.</p> <p>Kept on file as evidence of student classroom practice over their time in the program.</p>	<p>Continue to monitor results while encouraging and assisting all student(s) who did not pass all portions of the test.</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. A school health portfolio will be added to the PELM 4317 Health Related Fitness Education course.</p> <p>Model future program changes based on these and GACE test results.</p> <p>Continue to monitor these student profiles as teacher preparation component.</p>

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<p>Goal 3: To support select mission areas that will strengthen Columbus State University as a distinguished academic institution.</p>	<p>Possess knowledge of literature and research which enhances creative and effective teaching.</p> <p>Knowledge of fundamental and sports skills, physical abilities and sport forms which provide the foundation of P-12 physical education programs.</p>	<p>Knowledge tests and other cognitive assessments in PELM 3216, 3217, 4215, 4216, 5215, 5216, and PEDS 2379. Activities in these courses include projects and papers requiring the inclusion of refereed journal articles from within the field.</p> <p>GACE 115 – Health and Physical Education</p> <p>Preparation of portfolios with requirements ranging from lesson plans to critical incident reports, as well as knowledge tests and other cognitive assessments in PEDS 2379, 2371, 2372, PELM 1205, 3216, 3217, 4245, 5215, EXSC 2135, and 4131.</p>	<p>All students must make a C or better in each course prior to graduating.</p> <p>87.5% pass rate on HPE Test 115 of those students who took the test in 2006-2007.</p> <p>All students make C or better grades prior to graduating.</p>	<p>Continue to monitor GACE results and expect high percentages of passing scores.</p> <p>Assessment of the overall program content. Health courses may need to be adapted more for K-12 Health Education preparation. Will be on the agenda for the Fall 2007 PAC meeting.</p> <p>Continue to monitor GACE results and student teaching evaluations.</p>

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<p>Goal 4: To increase the visibility of the university in the community, region, state, nation and other countries.</p>	<p>Demonstrate competence in a variety of physical skills.</p>	<p>Skills tests, ratings of technique, and peer assessments in PEDS 2371 and 2372 as follows:</p> <p>PEDS 2371: Soccer – skills test on instep kick; ratings of technique on dribbling, passing, and instep kick. Flag Football – skills test on pass for distance; rating of technique on pass, catch; check of ability to run offensive plays in games. Speedball- skills test of punt for accuracy. Ultimate Frisbee – skills test on throw for accuracy, catching.</p> <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 3217: Locomotor skills assessed through observation</p> <p>PELM 5215: Selected fundamental locomotor</p>	<p>Weaknesses identified in several sport areas for several students.</p> <p>Satisfactory performance.</p> <p>Satisfactory performance.</p> <p>Satisfactory performance.</p> <p>Satisfactory performance.</p>	<p>Continuing to alter methods courses to provide more practice time for students who do not demonstrate competency in skill performance. Syllabus will indicate the desired level of performance required of all program majors.</p>

		and manipulative skills assessed through videotape analysis and Dartfish computer software.	Acceptable levels of performance observed during 2006-2007.	Continue to enhance this assessment through the use of Dartfish software. Additional field experiences included elementary school field days and helping coach youth teams.
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<p>Goal 5: To adopt new strategies to increase and strengthen the diversity of the university community – faculty, staff, and students.</p>	<p>Display an active lifestyle that reflects a high level of fitness and wellness.</p>	<p>Self-report of activity level in PELM 2205.</p> <p>Informal observation, conversation, and lab activities.</p>	<p>Moderate to high level of activity reported by most students.</p> <p>Field experiences have added a more physical activity to the requirements for completion. Majors frequently participate in community, intramural or intercollegiate sports.</p>	<p>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. Field experiences and lab hours have cognitive and psychomotor components. This data informs majors of their fitness levels and give opportunity for individual self-improvement.</p>

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<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>Apply acquired knowledge by planning, implementing and assessing developmentally appropriate learning experiences and sound progression in P-12 settings.</p>	<p>Evaluation of lessons taught in methods classes and student teaching. Evaluation of lesson and unit planning. Video tape analysis of teaching. Pre and post surveys of teacher candidate and school students.</p> <p>GACE Test 116 – Health and Physical Education Test II.</p> <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>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 2006-2007.</p> <p>Students desired more P-12 Health Education in line with school setting content.</p> <p>Ninety percent of these assessments indicated school student learning.</p> <p>All 8 students meet expectations.</p>	<p>Applied multiple forms of assessment (journal and informal observation, lesson & unit planning, video taping, self-evaluation, multiple peer assessments.)</p> <p>Content in our physical education courses is in line with state content for physical education.</p> <p>Added Health Practicum and additional health material as part of PELM 4317 course.</p> <p>Continue to monitor as a component of HPE student teacher effectiveness.</p> <p>Continue to review previous results and monitor future results.</p>

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	<p>Use effective teaching behaviors to create positive learning environments that enhance physical, cognitive, social and emotional development.</p>	<p>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>Student teachers in 2006-2007 (n=8) indicated that they feel well-prepared to plan, instruct, and assess in physical education. 8 of 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>8 of 8 students in PELM 5216 and 7 of 7 student teachers in 2004-2005 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>The majority of students demonstrate satisfactory class management skills as evaluated by methods teachers, cooperating teachers and university supervisors.</p> <p>Exceptional evaluations by P-12 supervising teachers.</p> <p>All students in PELM 5216 (8) and all 7 student teachers in 2006-2007 met or exceeded expectations.</p> <p>2 of 8 teacher candidates and teacher candidates who performed their student teaching in 2006-2007 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>School Health (3 credits) and Teaching Practicum in Health (2 hours) added to the curriculum. PAC committee will address the health course content issues.</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> <p>Continue to monitor.</p> <p>Continue to emphasize behavior management strategies in methods classes.</p> <p>Continue to monitor.</p> <p>Continue to assess and monitor results.</p> <p>Continue to emphasize relation building in all methods classes. PELM 5216 was restructured for Fall of 2006. The teacher candidates in PELM 5216 will be working with the same students each day Monday through Thursday. Continuing to monitor for additional areas of change.</p>
Expanded	Program	Assessment Method and	Assessment Results	Use of Results

Statement of Institutional Purpose	Intended Outcomes	Criteria		
	<p>Think critically and reflectively about their teaching.</p> <p>Demonstrate sensitivity to the needs of students of varying abilities and skills.</p> <p>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>Journals kept in PELM 3217 and student teaching. Self-evaluation and peer evaluations in methods classes.</p> <p>MAP Assessments</p> <p>Observation in methods classes and student teaching.</p> <p>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>Students are making progress in demonstrating their ability to think reflectively and critically about their teaching.</p> <p>All 8 PELM 5216 students and all 7 student teachers exceeded expectations on item 4b: Reflects on teaching.</p> <p>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 students in PELM 5216 joined PAGE or GEA.</p> <p>PELM 2205 students met the requirement for 3 professional development activities. Eight students helped with high school athletics. Two students officiated in intramurals. Six students helped with Special Olympics/Senior Olympics, and 30 plus students conducted the P-5 field days for two elementary schools. Eight students attended and presented at a regional meeting. PELM 5216 students joined at least one professional organization and present at a conference.</p>	<p>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 all children.</p> <p>Continue to monitor teacher candidate results for this course.</p> <p>Continue to encourage membership in organizations. Continue to seek funding for student travel.</p> <p>Continue to have these requirements as part of the HPE program courses.</p>

**PHYSICAL EDUCATION LEARNING OUTCOMES
AND ASSESSMENT METHODS**

OUTCOMES

METHODS OF ASSESSMENT

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
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
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<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>Communicate knowledge about and appreciation for the importance of lifetime physical activity and wellness.</p> <p>Establish goals and design learning experiences that communicate high expectations for student learning that emphasizes the development of skillful movers.</p>	<p>Philosophy papers; reflection journals; presentations; exit exams. Eight students taught 8 week fitness curriculum in various P-12 settings. These students also prepared a literature review and presented the results from the 8 week study.</p> <p>Six students were graduate assistants teaching Concepts of Fitness.</p> <p>Evaluation of learning goals in curriculum projects and lesson plans; evaluation of lessons taught, in-class testing; exit exam.</p> <p>GACE scores.</p>	<p>Except in selected cases, exit exams have not focused on this objective. Reflections convey a commitment to helping undergraduate student's value fitness.</p> <p>School students responded well to fitness programs when they were well planned and delivered with enthusiasm. School students also were more likely to participate when the activities were varied.</p> <p>Exhibited strong content knowledge.</p> <p>Students demonstrate improvement from program entry to completion as indicated by depth of research and general knowledge exhibited through cognitive testing, presentations and formal papers.</p> <p>100% pass rate on this portion of GACE all graduates.</p>	<p>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>HPE graduate students have a good grasp of fitness related content.</p> <p>Continue to monitor results and continue to offer this method of assessment in PELM 5216, 5215, 4215 & 6135.</p> <p>Continue to closely monitor GACE scores as a positive indicator of HPE program content and effective teaching strategies by our HPE faculty.</p>

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	<p>Demonstrate a variety of assessment techniques to evaluate and improve student learning, programs, and instruction.</p> <p>Critically analyze and reflect on teaching practices and the learning environment for the purpose of effecting change.</p>	<p>Evaluation of assessment instruments designed to assess student learning; projects on assessment.</p> <p>Evaluation of reaction papers and reflective journals on teaching; philosophy papers, with research. Critical analysis of teaching is a strong component of our reflective journal within the student teaching portfolio.</p>	<p>Students in PELM 6116 designed appropriate assessments to check for student learning due to the different teaching styles. In PELM 6135 and 5216 students have to perform assessment and show school student gains.</p> <p>Critical and reflective analyses help to improve our P-12 teacher candidates. Some HPE majors are recent graduates lacking teaching experience, which hinders their ability to reflect until they take part in field experience and specifically the student teaching experience.</p>	<p>Assessment techniques should be taught in the following courses and continue to be offered on a two year cycle - PELM 6119, and PELM 6116. Courses such as PLEM 5216 will have an assessment piece as part of the content to evaluate teacher candidate's ability to assess their school students correctly.</p> <p>Graduate teaching assistants are encouraged to grow by reflecting on their teaching of undergraduate students in courses such as PELM 1205. HPE faculty video tape and visit graduate students in the field to assist with their ability to critically analyze their teaching practice.</p>

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	<p>Demonstrate sensitivity to and respect for students of different abilities, genders, and racial and cultural</p>	<p>Observations, video taping, 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</p>	<p>Greater experience with various teaching styles is enabling teachers to modify teaching more appropriately to fit various school environmental and culturally settings.</p> <p>Students were successful in teaching a multiculturally diverse curriculum within a multiculturally diverse setting. Non-trad. M.Ed. students take PELM 3217 in a racially and or</p>	<p>Continue placement in racially/culturally diverse settings in the Partner School Network (PSN) and teach a multiculturally diverse curriculum successfully.</p> <p>Continue to include this component due to the positive comments given by our teacher candidates. These students voiced strong support for school diversity preparation after</p>

