

SECTION 1 – CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards.

The Physical Education major/Teacher Certification option program at Keene State College (KSC) prepares teacher candidates to teach physical education in public schools and meets all current State of New Hampshire requirements for certification in K-12 physical education. New Hampshire is not a partnership state with NCATE and therefore does not require meeting the AAHPERD/NASPE standards for state accreditation. However, when the New Hampshire Beginning Teacher Standards for K-12 Physical Education were revised in 2002-2003, they were designed to parallel the AAHPERD/NASPE standards in effect at the time. Therefore, many New Hampshire state standards are similar to AAHPERD/NASPE standards. During the last state review in 2005 all physical education standards were met.

Candidates majoring in the Physical Education/Teacher Certification option at Keene State College are required to complete General Education requirements, the Physical Education core, the Physical Education courses in the Physical Education/Teacher Certification option, and the Teacher Education courses. They receive a Bachelor of Science degree that requires a minimum of 126 credits.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Note: The experiences described are listed in chronological order.

ESEC 150/250 – Development, Exceptionality, and Learning I, II

Candidates enrolled in these courses complete a service learning project as part of course requirements. Physical Education/Teacher Certification students are encouraged to select a physical activity site for their project. A minimum of 15 hours on-site is required. Candidates submit a Service Learning Contract/Proposal to the course instructor describing how the field experience will help them meet future professional goals. It also describes the type of setting, dates and times, the expected responsibilities, and the name of the site supervisor. Candidates keep a time log (signed by the site supervisor), a descriptive and reflective journal, and write a semester-end analysis. The service learning project is used as part of the course grade in both ESEC 150 and ESEC 250. Physical Education/Teacher Certification students are also required to place their analysis paper from ESEC 150 in their Admission to Physical Education portfolio.

PE 255 – Developmental Movement

As part of course requirements candidates participate in a 4-week directed observation experience in physical education at the K-3 level. Each observation is documented and turned in with their notebook at the end of the course. Completion of the observation experience is part of the candidate's grade for the course.

Children from a local school come to Keene State College a minimum of seven times during the semester. Candidates do their microteaching experiences with small groups of children (2-3) in

1st and/or 2nd grade. This provides the candidates with a more realistic teaching experience rather than having them do peer microteaching.

PE 360 – Teaching Physical Education

As part of course requirements candidates participate in a 3-week directed observation experience in physical education at the level of their choice (elementary, middle school, high school). There are specific topics that candidates observe for each week. These topics parallel what has been discussed in class. Each observation is documented with a description and analysis. The observation journal is turned in and evaluated as part of the candidate's grade.

PE 361 – Adapted Physical Education

As part of course requirements candidates are assigned an individual child with whom to work. Whenever possible the children selected for this project have been coded for special needs. Candidate responsibilities include assessment, development of an IEP for motor skills, program design, program implementation, and evaluation, including a letter to the parent(s). Candidates meet with their child twice a week (20-30 minutes/meeting) for a minimum of 6 weeks. The course instructor checks in periodically with the candidate and the child's teacher. The completed project is handed in at the end of the semester and accounts for 35% of the candidate's grade.

PE 375 – Practicum: Teaching-Elementary

This course is held on-site at the local elementary schools. From 1-3 candidates are assigned per school. Supervision is a shared responsibility between the cooperating teacher and college supervisor (course instructor). The cooperating teacher supervises every teaching experience. The college supervisor visits a minimum of once a week when the candidate has teaching responsibilities.

Candidates in the course complete a minimum of 5 responsibilities related to teaching each week: planning and teaching physical education to an entire class of children, assisting in physical education or the classroom, observing someone else teach a physical education lesson, documenting how a special needs child is accommodated in lessons, and meeting with both the college supervisor (course instructor) and cooperating teacher.

PE 376 – Practicum: Teaching-Secondary

This course is held on-site at the local high school and/or middle school. Candidates are involved daily for one public school period at the placement site. Each candidate is assigned a cooperating teacher. Students have opportunities to plan and teach, assist, and observe during the semester. Supervision is a shared responsibility between the cooperating teacher and the college supervisor (course instructor). The cooperating teacher supervises every teaching and assisting experience. The college supervisor visits a minimum of once a week when the candidate has teaching responsibilities. Candidates meet weekly with their cooperating teacher. Candidates meet with the college supervisor in seminar, small group, and individual conference settings.

ESEC 465 – Student Teaching

Candidates complete one quarter (approximately 7 ½ weeks) at an elementary school placement site and one quarter at a secondary school (middle and/or high) placement site. The student teaching experience includes full-time observation, participation, and teaching five days a week under the guidance of a cooperating teaching and a college supervisor who is a member of the

physical education department. The college supervisor observes and writes a formal observation report a minimum of four times during the semester. These observation reports provide formative feedback to the candidate and serve as formal communication between the college supervisor and cooperating teacher. The cooperating teacher is responsible for the daily supervision of the student teacher. At the end of each student teaching placement, the cooperating teacher submits a Final Evaluation Report that becomes part of the candidate's permanent record. After consulting with cooperating teachers, the college supervisor completes a Final Evaluation Report and recommends the candidate pass or fail the student teaching experience.

3. Description of the criteria for admission, retention and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program

Admission to the Physical Education/Teacher Certification program

Students interested in pursuing physical education/teacher certification are assigned a pre-admission advisor from the PETC faculty and may take the recommended courses in the PETC curriculum during their first year. At the end of the first year, students submit an Admission Portfolio to the PETC Admissions Committee for application to the major.

Formal admission to the Physical Education Teacher Certification Option would normally occur at the completion of the spring semester of the freshman year. Transfer students may be eligible to apply for admission after one semester at Keene State that must include a minimum of one course from the Physical Education Core and 2 credit hours of Physical Education major skills coursework.

The admission process requires students to submit a portfolio as evidence of each of the following expectations:

- A) **Personal Identity**: Biographical information
- B) **Program Planning and Academic Progress**: 2.5 minimum GPA and "C" or better academic work in the following Physical Education courses:
 - PE 100 Foundations of Physical Education
 - HLSC 101 Health and Wellness
 - PE 260 Total Fitness
 - PE 288 Soccer/Speedball
 - PE 278 Racquet Sports
 - PE 286 Basketball
- C) **Teaching Skills**: Demonstration of basic competencies in planning, teaching, reflecting, and assessing
- D) **Professional Orientation**: Documentation of progress in professional role modeling, professional writing, and professional experiences

Students who are admitted, now referred to as candidates, (presently a maximum of 18 per year) are notified by letter during June. Admission allows them to take second year PETC courses and PE 360 – Teaching Physical Education (the methods course). Students who are not admitted are also notified by letter. Their letter describes what needs to be done to meet admission criteria. They may reapply to the major the following May but may not take second year level courses in PETC skills and PE 360.

Admission to Teacher Education

Typically candidates apply for admission to teacher education during the second semester of their sophomore year or first semester of their junior year. Candidates may not enroll in PE 375 or PE 376 until they have been admitted to teacher education. In order to be admitted to teacher education candidates must:

1. complete ESEC 100, ESEC 150, and ESEC 250 with a minimum grade of "C" in each course
2. complete a minimum of 36 credits (for transfers, at least 12 credits at KSC)
3. meet grade point requirements (2.5 or higher overall cumulative average)
4. achieve PRAXIS I scores at or above the New Hampshire state standard
5. choose a certification option and select content major (if necessary).

Note: Since physical education/teacher certification candidates have already been admitted to the physical education major before applying for admission to teacher education, they have already declared their major and simply select K-12 physical education as their certification level.

6. submit a personal reference
7. submit an updated Teacher Education Multi-Year Planning Sheet
8. submit the Basic Professional Standards Assessment (a self-evaluation of the ESEC 250 experience)
9. complete the application form and pay the application fee (currently \$30)

Admission to Student Teaching

Candidates are required to submit a letter of intent to student teach following the completion of courses leading up to and including 300 level methods and practicum courses in the specific certification program (for PETC, these are PE 360, PE 375, and PE 376). The future teacher's knowledge, skills, and dispositions are evaluated using the following criteria:

1. completion of a minimum of 90 credits
2. completion of the teacher education core courses (for PETC, these are ESEC 100, ESEC 150, ESEC 250, ESEC 387 and PE 360, PE 375, PE 376) with a minimum grade of "C" in each course and a GPA of 2.5 or better
3. completion of content major (PE) with a GPA of 2.5 or better
4. cumulative GPA equally 2.5 or better

The application to student teaching includes a review of the following:

1. application form
2. written personal and professional statements
3. documentation of academic progress (transcript, program plan)
4. achievement of grade point requirements (see 2,3, and 4 above)
5. resume
6. criminal background check

After completing Student Teaching, the required work for ESEC 450, and being cleared by the Registrar and Bursar, candidates are eligible to apply for New Hampshire State Certification.

4. Description of the relationship of the program to the unit's conceptual framework

The vision of the Teacher Education program at Keene State College is to graduate professionals in the field of education who will be advocates for social justice and equity, who possess intellectual and personal integrity, and who are responsive to the needs of students in a changing, multicultural world.

The mission of the Teacher Education program at Keene State College is to prepare competent, reflective classroom teachers and other professional school personnel who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners.

In keeping with the vision and mission, the Keene State College Teacher Education conceptual framework, developed by the Teacher Education faculty in conjunction with our professional contacts in the field, identifies four themes that weave through the curriculum to support the preparation of education professionals who:

1. understand the world from multiple perspectives
Most of the students at KSC are from small, typically white, New England towns and have limited experience with different perspectives and diverse populations. We are committed to helping our students move beyond their 'home town' perspectives and develop an understanding and respect for the peoples of the world and for the impact of globalization on our cultures and on our educational systems.
2. explore the dynamic nature of the teaching and learning process
In a multicultural world, teaching and learning occur in many settings and are influenced by developmental, social, linguistic, and personality variables. The ability to create meaningful learning experiences using thoughtful planning, multiple instructional strategies, and authentic assessment approaches contribute to the success of the teaching and learning process. Teachers need to see themselves as life-long learners who engage in the reflective process and can institute changes that address the needs of their students.
3. demonstrate professional and ethical behaviors that meet high expectations and standards
In a world dominated by corporate scandal, political corruption, and individual dishonesty, it is incumbent upon education professionals to model the highest professional and ethical standards in their professional and personal lives. Society has high expectations for its educators, and scrutinizes their behavior both in and out of the classroom setting. Analysis of professional expectations and codes of ethics becomes a vehicle for reflection and personal growth.
4. contribute to a just and equitable world
Teachers and other school personnel have significant impact on their P-12 students, and must acknowledge that role in the education community as well as in the larger society. By emphasizing the importance of embracing the political nature of education, developing a sense of service to the community, and working to become advocates for all learners and their families, we empower education professionals to see themselves as citizens of the global world and as change agents.

These themes form the basis of the conceptual framework and provide the foundation for the knowledge, skills, and dispositions that the teacher education program strives to instill in teacher

candidates. They reflect the beliefs and values of the faculty, staff, and cooperating professionals who collaborate to educate future teachers and other school personnel.

The Physical Education/Teacher Certification program is aligned with the unit conceptual framework through the sequence of courses taken that explore teaching, learning, exceptionality, and diversity and the opportunities to participate in and reflect upon learning opportunities as part of class assignments and beyond.

In addition, the Physical Education Department at KSC recognizes the profound contribution that involvement in physical activity can make to the well-being of individuals and is committed to promoting an understanding of the benefits of involvement and participation in physical activity of part of their lifestyle. In order to optimize the likelihood that individuals will make participation in physical activity part of their lifestyle throughout their life span, children and youth have the following needs: to feel competent in their abilities to participate, to understand and value the contributions which participation can make to their well-being and to the prevention of diseases, and to have the opportunities to participate.

Therefore, physical educators must be prepared to provide successful experiences for children and youth in motor settings that will enable them to: develop motor competence; understand, appreciate, and develop fitness; value themselves as worthy, capable individuals; and value and encourage the participation of others. Acknowledging the tradition of Keene State College to provide special instruction in the preparation of teachers, the physical education teacher certification option is designed to prepare candidates to plan, implement, and evaluate physical education programs toward these goals using the four themes in the unit conceptual framework as the foundation.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

The Physical Education/Teacher Certification program has developed many unique program assessments based on state and AAHPERD/NASPE standards. However, the program does use the unit assessment designed for admission to teacher education and admission to student teaching. In addition the unit has identified Charlotte Danielson's model from *Enhancing Professional Practice: A Framework for Teaching* (1996) as a key component for assessing teacher candidates in field placements. The PETC program has tailored it to fit the physical education setting, and versions are used in practicum and student teaching placements.