

SECTION VI—For Revised Reports Only

Condition 1 – Scores must be reported for the departmental content knowledge exam. Candidates within the program should meet or exceed an 80% pass rate.

The state of New Hampshire does not require PRAXIS II as part of its certification requirements for K-12 physical education. Nor does the Keene State College Teacher Education program require PRAXIS II as a program completion requirement. Until such time as one of the above two things happen, the PETC program has chosen to develop a comprehensive content knowledge exam to use as one measure of a candidate's content knowledge.

To develop the exam questions were solicited from faculty teaching courses in the Physical Education Core and the Physical Education/Teacher Certification option. Each question was asked in multiple choice format and then grouped by category. Alignment with AAHPERD/NASPE standards was shown, and the courses from which the questions came were indicated.

The exam was piloted with a small group of candidates during the Spring 2006 semester. It has since been administered during the student teaching experience. Beginning in Fall 2008 the exam will be administered just prior to candidates beginning their student teaching experience.

Exam results can be found in Section IV – Assessment 1 along with a brief description of the assessment and its use in the program, the alignment of the assessment with the AAHPERD/NASPE standards for which it is cited, a brief analysis of the data findings, an interpretation of how the data provides evidence for meeting standards, a discussion of the changes being implemented as a result of the data, the PETC Content Knowledge Exam Scoring Guide, and the Data Tables for Physical Education Content Knowledge

Condition 2 – Scoring guides should be further developed to more clearly differentiate between teacher candidate levels of ability.

A review of the National Recognition Report showed that the scoring guides for Assessments 2, 3, 4, and 8 were cited as not providing clear differentiation between teacher candidate levels of ability. In addition, faculty in the program have commented that they were not satisfied using the scoring guides for both grading and demonstrating if standards were met. It was decided to address both these issues when further developing these four scoring guides. Each scoring guide was revised using the following guidelines:

1. To better align with unit scoring guides/rubrics, the scoring guides used for physical education assessment were redesigned with 3 levels rather than the original 4 levels. The terminology “does not meet standard”, “meets standard”, “exceeds standard” is now consistent with the unit scoring guides/rubrics. This

simplifies data collection, especially for those scoring guides that are used to address both unit and program standards.

2. The scoring guides were redesigned to include the specific standard/outcome being addressed. This should help teacher candidates better understand the connection among assignments/assessments, the standards, and teaching competencies
3. Each standard/outcome was then matched to specific parts of the assignment/assessment. This better enables faculty to determine whether or not a teacher candidate does not meet, meets, or exceeds the standard/outcome.
4. The scoring guides were redesigned to address specific standards/outcomes rather than trying to use them for both determining a candidate's grade and whether he/she met standards/outcomes. After completing an assignment/assessment, teacher candidates will receive a grade for the assignment/assessment and the scoring guide. While the grade and scoring guide are interrelated, they will serve two different purposes. The grade indicates performance on the entire assignment/assessment, whereas the scoring guide will indicate performance on specific standards/outcomes.

The revised scoring guides can be found in Section IV – Evidence for Meeting Standards: Assessment 2 (Skill Teaching B Profile and Reflection), Assessment 3 (Planning and Reflection Project), Assessment 4 (Student Teaching Final Evaluation), and Assessment 8 Use of Technology A Profile and Reflection).