Keene State College
Teacher Candidate Preparation Program
-----------Physical Education-----------

1. **How have you used your data to make changes in the following areas of your program?**
   a. advisement practices:

   The Physical Education major already has a structured advisement process in place. Students intending to major in physical education are assigned a pre-admission advisor with whom they work during the first year. Guidelines for the admission portfolio are distributed and discussed in an orientation meeting at the beginning of the academic year. Therefore, data has not been used to change advisement practices. Where it has been used in the advising process is to "catch" academic and dispositional concerns earlier and address/discuss them with advisees.

   b. assessment practices or tools:

   Beginning with the Fall 2007 semester, Keene State College moved from a 3-credit course model to a 4-credit course model, and new Integrative Studies (formerly known as General Education) requirements were implemented. These significant changes impacted all programs, including physical education. In preparation for these changes, the physical education/teacher certification (PETC) faculty thoroughly reviewed both the content and delivery of its program. Coupled with data derived from assessments within the program, the following steps have been made to improve both candidate performance and the program.

   Content Knowledge

   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 for all its certification programs. Until such time as one of the above two things happen, the Physical Education/Teacher Certification 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 major. 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.

   While the PETC faculty is satisfied that the courses in the program give candidates the content knowledge needed to be effective physical education teachers, there were changes implemented when the 4-credit model went into effect. Two examples of these changes were the addition of PE 261: Fitness Curriculum for K-12 Learners and in the delivery of PE 200: Kinesiology and PE 201: Physiology of Exercise.

The PETC faculty found, through feedback from cooperating teachers and college supervisor observation, that because candidates took PE 260 in the fall of their first year, the content and activities from Total Fitness were not being used when candidates were in their practicum courses. Since PE 260 was taken so early in the program, candidates did not make the necessary connections when they were enrolled in practicum. A new course, PE 261, was added to the curriculum and is taken in the fall of the junior year, just prior to, or concurrent with, candidates' first practicum course. This has helped candidates be more prepared to teach fitness activities as well as integrate the use of technology (from a teaching perspective).

In the former 3-credit model, there was no time specifically devoted to laboratory experiences in PE 200 and PE 201. This has had an impact on the candidates' ability to understand the material. While the faculty members teaching these courses have tried to incorporate hands-on experiences within the constraints of meeting time, more needed to be done. Therefore, more class time for laboratory experiences was built into PE 200 and PE 201 as they moved from 3-credit to 4-credit courses.

Professional and Pedagogical Knowledge, Skill, and Dispositions

When data is reviewed, most Physical Education teacher candidates attain the acceptable level as indicated on assessment scoring guides. This is also seen in anecdotal evidence from PETC faculty and cooperating teachers in the field. Much of this is due to the admission process to the PETC major and the setting of high expectations right from the beginning of the program.

The data showed, and the faculty agreed, however, there were areas of the program that needed attention to give candidates the knowledge, skill, and dispositions necessary to be effective teachers and to align more closely with AAHPERD/NASPE standards. These areas included growth and development, diverse students, technology, and collaboration.

Knowledge of growth and development primarily came from courses candidates took in the ESEC (Education, Special Education, Early Childhood) department. They are then expected to apply this knowledge in their physical education courses. Since the courses required for all candidates in teacher education programs changed with the advent of the 4-credit model, the PETC faculty needed to carefully monitor what was now being taught in the "new" course to make sure the PE candidates still get the necessary information related to growth and development. To date, the content in EDSP 202 does provide the growth and development concepts candidates need as they look at "Who are we teaching?" in PE 360: Teaching Physical Education.

Most of our candidates are from small, mostly white, New England communities. That description can also be applied to Keene, NH. While candidates are exposed to some forms of diversity, there is limited practical experience with cultural diversity. Ways to remedy this continue to be explored.

While PE candidates are expected to use technology (computer, internet) in many courses for research and writing, the application of technology to teaching is in its beginning stages. The addition of PE 261 (with its accompanying Technology A profile and reflection) was one of the first (and quite successful) attempts at the application of technology. Adding the use of the computer for assessment design and grading in PE 362 and for the Student Teaching Assessment project are examples of other ways candidates are now expected to apply technology.

Collaboration is one of the more difficult standards to address at the undergraduate level. The PETC faculty continues to look for ways to infuse collaboration more consistently in, at least, the practicum courses and student teaching.

Student Learning

Student assessment is the area that has received a great deal of attention in the PETC program. PETC faculty consistently found that candidates had difficulty when assessing students. While candidates were required to take PE 460: Measurement and Evaluation in Physical Education (a traditional tests and measurement course), this was not enough. First, the following steps were taken to address this concern: 1. candidates start collecting assessment tools beginning in the first year and continuing throughout the program, 2. the Individual Child Project in PE 361 focuses on assessment and student learning, 3. assessment was added as a significant part of PE 362: Administration of Physical Education Programs, and 4. projects related to assessment have been added to PE 361, PE 362, and student teaching. However, the desired results were still not achieved.

Therefore, the PETC faculty implemented additional changes. First, there is a closer relationship between the summative evaluation section in the unit plan and what is expected when candidates complete the Student Teaching Assessment Project. PE 460 is no longer a required course in the program, and in its place a new course, PE 363: Assessment of K-12 Physical Education Learners has been added. This course is designed to overview the purpose of evaluation in K-12 physical education program and to examine program standards and various methods of evaluation. Emphasis is placed on the

assessment of student learning through designing effective assessment tools that are aligned with program objectives as well as methods for using and reporting results.

c. curricular design:
> Please refer to the previous information in section b that addresses changes in curricular design.

d. Other: integration of technology
> Please refer to the previous information in section b that addresses the integration of technology. In addition a portable computer laboratory is now available for use in PE classes. Students now have an opportunity to use relevant professional software (for example, Fitnessgram) when completing projects and assignments

2. **How do evaluation instruments and feedback from pre-service candidates and partners (formative/summative) directly inform your program design and delivery?**

   As previously stated, the PETC faculty found, through feedback from cooperating teachers and college supervisor observation, that because candidates took PE 260 in the fall of their first year, the content and activities from Total Fitness were not being used when candidates were in their practicum courses. Since PE 260 was taken so early in the program, candidates did not make the necessary connections when they were enrolled in practicum. A new course, PE 261, was added to the curriculum and is taken in the fall of the junior year, just prior to, or concurrent with, candidates' first practicum course. This has helped candidates be more prepared to teach fitness activities as well as integrate the use of technology (from a teaching perspective).

3. **How is technology used in your program curriculum---**
   a. to gather data and inform curriculum
   > As TK20 is implemented, this will simplify the gathering of data and subsequently inform curriculum.

   b. to engage our pre-service candidates by modeling best practices in our classrooms
   > The faculty has made a concerted effort to integrate the use of technology (see list in part 4 below) in their teaching, thus modeling best practices in the classroom. The addition of the portable computer lab this fall will only enhance the ability to help candidates see how they can use technology in their teaching.

   c) to inform the curriculum design and pedagogy with students in the field?
   > While PE candidates are expected to use technology (computer, internet) in many courses for research and writing, the application of technology to teaching is in its beginning stages. The addition of PE 261 (with its accompanying Technology A profile and reflection) was one of the first (and quite successful) attempts at the application of technology to teaching. In

addition, candidates are expected to use technology, if available, with students in the field during their practicum placements. Candidates are required to use technology with students in the field during student teaching.

4. **For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates**

   Music
   Live video of teacher candidate skill performance
   Audio taping of teaching in the field
   Video taping of teaching in the field
   Pedometers
   Heart rate monitors
   Relevant professional software on computers – Fitnessgram
   Faculty and teacher candidate Powerpoint presentations
   Use of Microsoft Word Publisher – student produced newsletters
   Guided instruction on the Web (research resources, access and research specific websites)
   EXCEL – use in assessment projects

5. **How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?**
   Professional behavior and role modeling have always been a focus with teacher candidates, right from the beginning of the program. The Student Teaching Final Evaluation (as well as assessments completed at the Practicum level) has sections that focus on Professional Behavior and Professional Role Modeling. With the advent of the Dispositions Assessment at the unit level, the faculty has been able to earlier address concerns related to personal and professional behaviors. These assessments are used to promote student self-evaluation and to guide faculty/teacher candidate conferencing.

6. **If you did not provide student work samples demonstrating "did not meet" quality, please explain why:**
   Most student work samples provided demonstrate "meet or exceed" quality because of the admission process to the Physical Education major and the setting of high expectations right from the beginning of the program. In addition, many of the projects are designed so that candidates receive formative feedback (and have the ability to revise their work) before handing it in to be graded. Finally, candidates must have a minimum of "meets expectations" on each teaching behavior assessed in order to pass student teaching. If they are not meeting expectations, candidates must extend their student teaching experience until they do meet them.