

Kinesiology BS (All Level Teacher Certification)

Develop Physical Education Teacher Content Knowledge

Goal Description:

The Physical Education Teacher Education (PETE) program will develop competent levels of physical education teacher content knowledge that will enable PETE candidates to be a successful teachers in preK-12 schools. The PETE program is nationally accredited program by the Council for the Accreditation of Educator Preparation (CAEP) and Society of Health and Physical Educators of America (SHAPE). This goal is aligned with SHAPE 2017 Standard 1. Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Providing Department: Kinesiology BS (All Level Teacher Certification)

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Demonstrate Physical Education Teacher Content Knowledge

Learning Objective Description:

PETE candidates will be able to demonstrate adequate levels of movement skills knowledge, health-related physical fitness knowledge, and physical education programming knowledge. (Note. Adequate level is defined in the criterion section).

RELATED ITEM LEVEL 2

TEXES Physical Education EC-12 (158) Test

Indicator Description:

All PETE candidates in the state of Texas seeking physical education certification must pass the TEXES Physical Education EC-12 test in order to be eligible for initial licensure. The TEXES Physical Education EC-12 test consists of 90 multiple choice questions (80 scored questions and 10 nonscorable, pilot questions). The scoring scale for the test ranges from 100-300, with 240 representing the minimum passing score. The TEXES Physical Education EC-12 test contains 3 domains and 13 competencies: I) Movement Skills and Knowledge (competencies 001-005), II) Health-Related Physical Fitness (competencies 006-009), and III) The Physical Education Program (competencies 010-013). The test is designed to assess the knowledge and skills in the content area of physical education.

Criterion Description:

Eighty percent of the PETE candidates will score 240 (70%) or better on TEXES Physical Education EC–12 (158) test. Note that 80% passing rate on the test is required by CAEP/SHAPE accreditation. The PETE program considers 80% to be an adequate level of content knowledge.

Findings Description:

In Fall 2021 (N =15), 67% (10/15) of the candidates scored 240 or better on TEXES Physical Education EC–12 (158) test whereas in Spring 2022 (N = 15), 80% (12/15) of the candidates scored 240 or better. Note that 240 represents the minimum score to pass the TEXES Physical Education EC–12 (158) test.

RELATED ITEM LEVEL 3

TEXES Physical Education EC12 (158) Test

Action Description:

The results obtained from the TEXES Physical Education EC–12 (158) test during the Fall 2021 are alarming, but not surprising given that all candidates in the program were affected by the COVID-19 pandemic. It is also important to note that historically teacher candidates in the program have met the established criterion. Therefore, the PETE faculty suggests that the results of the Fall 2021 are an outlier. However, the Spring 2022 results suggest that the majority of our candidates have adequate levels of content knowledge to teach in preK-12 schools. The PETE faculty suggests that PETE candidates are provided with practical applications of the content in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology

related to children and youth in physical education. In addition, the PETE faculty suggest providing review materials to assist teacher candidates on the TExES Physical Education EC-12 (158) test. The criterion will be maintained for Fall 2022-Spring 2023.

Develop Physical Education Teacher Pedagogical Skills

Goal Description:

Develop Physical Education Teacher Pedagogical Skills

The PETE program will develop competent levels of physical education pedagogical skills (i.e., teacher behaviors) that will enable PETE candidates to be successful physical education teachers in preK-12 schools. This goal is aligned with SHAPE 2017 Standards 3, 4, 5, and 6.

Providing Department: Kinesiology BS (All Level Teacher Certification)

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrate Physical Education Pedagogical Skills

Learning Objective Description:

PETE candidates will be able to demonstrate adequate levels of the following pedagogical skills: planning and instruction, evidence of student-learning, management and organization, learning climate, and professionalism. (Note. Adequate level is defined in the criterion section).

RELATED ITEM LEVEL 2

Physical Education Student-Teaching Evaluation

Indicator Description:

The Physical Education Student-Teaching Evaluation is used in the student-teaching experience (CISE 4392, CISE 4394, and CISE 4396) to assess PETE candidates' pedagogical skills. The NASPE Physical Education Teacher Evaluation Tool (2007) was adapted for use in our program. The tool is designed to assess pedagogical skills in the real setting. In general, PETE candidates enroll in student teaching their final semester. Individual items are listed in five domains that assess pedagogical skills. The following five domains are assessed: 1) Planning and Instruction, 2) Evidence of Student-Learning, 3) Management and Organization, 4) Learning Climate, and 5) Professionalism. PETE candidates in physical education have two-seven week placements with full-day schedule at an elementary and secondary schools. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements assess PETE candidates.

Criterion Description:

Eighty percent of the physical education teacher education candidates will score 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool. The PETE program considers a score of 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool to be an adequate level of pedagogical skill.

Findings Description:

Examination of the data shows that in Fall 2021 (N = 11), 100% of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning, Domain 3-Management and Organization, Domain 4-Learning Climate, and Domain 5-Professionalism. In Spring 2022 (N = 11), 100% of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning, Domain 3-Management and Organization, Domain 4-Learning Climate, and Domain 5-Professionalism.

RELATED ITEM LEVEL 3

Physical Education Student-Teaching Evaluation

Action Description:

The results obtained from the Physical Education Student-Teaching Evaluation during the Fall 2021 and Spring 2022 suggest that an overwhelming majority of our candidates have adequate levels of pedagogical skills to teach in preK-12 schools. Based on the results, the PETE faculty feels that the criterion should be maintained for the Fall 2022-Spring 2023. The PETE faculty suggests maintaining the use of peer-teaching and field-based experiences in courses such as KINE 4369 Adapted Physical Activity, KINE 4364 Fitness Education, KINE 4363 Elementary Physical Education, KINE 3375 Secondary Physical Education, and KINE 3368 Skill Themes and Movement Concepts. These learning experiences provide authentic opportunities for the application of the content and pedagogical skills before candidates are placed in student-teaching. The criterion will be maintained for Fall 2022-Spring 2023.

New Goal Item

Providing Department: Kinesiology BS (All Level Teacher Certification)

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Based on the results of the Fall 2020 and Spring 2021 assessment data, the following adjustments should be made to enhance the PETE candidates' physical education content knowledge, pedagogical knowledge, and pedagogical content knowledge: (a) PETE candidates should be provided opportunities to apply the theoretical knowledge learned in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology in the context of teaching school physical education, (b) PETE candidates should perform and teach rather than only perform learning activities in KINE activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113, KINE 2114), (c) PETE candidates should perform video-based self-assessments of teaching performance when in field-based experiences, (d) PETE candidates should be required to plan and implement an unit of instruction during their placement of student-teaching, (f) require a student-teaching supervisor with background in physical education to assist and support PETE candidates during student-teaching and (g) identify quality physical education programs in which our candidates can be placed for student-teaching.

Update of Progress to the Previous Cycle's PCI:

The results revealed that our teacher education candidates accomplish accomplished objective 1 well beyond the criterion. However, the results revealed that teacher education candidates failed to reach the criterion for objective 1. The PETE faculty should work with the instructors of KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology to include practical applications of the content relevant to teaching physical education.

New Plan for Continuous Improvement Item

Closing Summary:

Based on the results of the Fall 2021 and Spring 2022 assessment data, the following adjustments should be made to enhance our physical education content knowledge, pedagogical knowledge, and pedagogical content knowledge: (a) PETE candidates should be provided opportunities to apply the theoretical knowledge learned in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology in the context of teaching school physical education, (b) PETE candidates should perform and teach rather than only perform learning activities in KINE activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113, KINE 2114), (c) PETE candidates should perform video-based self-assessments of teaching performance when in field-based experiences, (d) PETE candidates should be required to plan and implement an unit of instruction during their placement of student-teaching, (f) require a student-teaching supervisor with background in physical education to assist and support PETE candidates during student-teaching, (g) identify quality physical education programs in which our candidates can be placed for student-teaching, and (h) provide review materials to assist teacher candidates on the TExES Physical Education EC-12 (158) test.