

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: Completed

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/SAHPE accreditation. The PETE program considers 80% to be an adequate level of content knowledge.

Findings Description:

In Fall 2022 (N = 8), 75% (6/8) of the candidates scored 240 or better on TExES Physical Education EC–12 (158) test. In Spring 2023 (N = 4), 75% (3/4) of the candidates also 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 2022 and Spring 2023 revealed that PETE candidates demonstrate adequate levels of content knowledge. However, the passing rate is below established criterion. To improve the TExES Physical Education EC–12 (158) passing rate, the PETE faculty need to identify areas of weakness and adjust our teaching approach to address these weak areas. Specifically, the PETE faculty should be able to conduct more frequent formative assessment to reinforce learning. In addition, the PETE faculty should provide individualized support for those students facing challenges on the TExES Physical

Education EC–12 (158) test. The PETE faculty can also offer review sessions for PETE students. Additionally, 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. PETE faculty should work closely with the Kinesiology subdisciplinary areas to address these areas of weakness. The 80% passing rate criterion will be maintained for Fall 2023-Spring 2024.

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)

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 2022 (N = 17), 100% of the candidates scored at acceptable or target levels in items associated with Domain 2-Evidence of Student-Learning and Domain 4-Learning Climate. However, it was found that 94% (16/17) of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction and Domain 3-Management and Organization. In addition, 82% (14/17) of the candidates scored at acceptable or target levels in items associated with Domain 5- Professionalism. In Spring 2023 (N = 14), 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 2022 and Spring 2023 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 2023-Spring 2024. However, the PETE faculty are concerned with the result of Domain 5-professionalism in Fall 2022 as 82% (14/17) of the candidates scored at acceptable or target levels. This result is lower than previous years in this domain and will closely monitor the areas of professionalism. The PETE faculty will be more proactive in creating professionalism, etiquette, communication in the classroom, peer teaching, and field-based experiences in courses, including 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 PETE candidates to practice professionalism. 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. Such criterion will be maintained for Fall 2022-Spring 2023.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

The results revealed that our teacher education candidates did not accomplish the 80% passing rate criterion established by the PETE program for objective 1. However, the results revealed that teacher education candidates reached the criterion for objective 2. 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.

Update of Progress to the Previous Cycle's PCI:

Based on the results of the Fall 2022 and Spring 2023 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 a 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 test, (i) offer access to professional development such as SHAPE America and TAHPERD that focus on

classroom management, lesson planning, and student assessment, and (j) foster a culture of collaboration among PETE teacher candidates, allowing them to share ideas, challenges, and success. Such collaboration can lead to a supportive network.

New Plan for Continuous Improvement Item

Closing Summary:

Based on the results of the Fall 2022 and Spring 2023 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 a 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 test, (i) offer access to professional development such as SHAPE America and TAHPERD that focus on classroom management, lesson planning, and student assessment, and (j) foster a culture of collaboration among PETE teacher candidates, allowing them to share ideas, challenges, and success. Such collaboration can lead to a supportive network.