

***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
2014 - 2015

**Kinesiology BS (All Level Teacher Certification)**

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**Goal**                      **Physical Education Content Knowledge** 🔑

To develop competent levels of physical education content knowledge that will enable the student to be a successful Physical Education teacher.

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**Objective (L)**                      **Demonstration Of Physical Education Content Knowledge** 🔑

Kinesiology teacher education candidates will demonstrate acceptable levels of content knowledge of physical education.

**Indicator**                      **TEExES Physical Education EC-12 (158) Test** 🔑

The TEExES Physical Education EC-12 (158) test is taken by students upon completion of their academic courses before they enter student teaching.

**Criterion**                      **The TEExES Physical Education EC-12 (158) Test** 🔑

Eighty percent of the kinesiology teacher education candidates will score 240 (70%) or better on TEExES Physical Education EC-12 (158) test.

**Finding**                      **The TEExES Physical Education EC-12 (158) Test** 🔑

In the Fall 2014, 90% of the kinesiology teacher education candidates (KTC) scored 240 or better on TEExES Physical Education EC-12 (158) test whereas in the Spring 2015, 100% of the KTC scored 240 or better. Note that 240 represent the minimum score to pass the TEExES Physical Education EC-12 (158) test.

Academic Semester

TEExES

Fall 2014 (N = 10)

90%

Spring 2015 (N = 13)

100%

**Action**                      **The TEExES Physical Education EC-12 (158) Test Action** 🔑

The criterion will be maintained for 2015-2016. Should students in the 2015-2016 reporting cycle exceed the criterion by another substantial margin, then the criterion may be adjusted upward.

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**Goal**                      **Physical Education Pedagogical Content Knowledge** 🔑

To develop competent levels of physical education pedagogical content knowledge that will enable the student to be a successful Physical Education teacher.

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**Objective (L)**                      **Physical Education Pedagogical Content Knowledge** 🔑

Kinesiology teacher education candidates will demonstrate acceptable levels of pedagogical content knowledge of physical education.

**Indicator**                      **Teacher Work Sample** 🔑

The Teacher Work Sample with Kinesiology Addendums is completed while a student is conducting their student teaching experience.

**Criterion**                      **Teacher Work Sample** 🔑

Seventy percent of the kinesiology teacher education candidates will score 2 or better on the Teacher Work Sample with Kinesiology Addendums.

**Finding**                      **Teacher Work Sample** 🔑

In the Fall 2014, 100% of the KTC scored 2 or better on Teacher Work Sample with Kinesiology Addendums whereas in the Spring 2015, 100% of the KTC scored 2 or better.

Academic Semester

TWS

Fall 2014 (N = 12)

100%

Spring 2015 (N = 18)

100%

**Action**                      **Teacher Work Sample Action** 🔑

The criterion will be maintained for 2015-2016. Should students in the 2015-2016 reporting cycle exceed the criterion by another substantial margin on both the Teacher Work Sample and the Kinesiology addendums, then the criterion may be adjusted upward in later reporting cycles.

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### Previous Cycle's "Plan for Continuous Improvement"

The Department of Kinesiology curriculum committee decided that at this time the department did not have the required resources to implement the previous cycle's plan for continuous improvement. Therefore, the previous cycle's plan was not implemented. Based on the results of the Fall 2013 and Spring 2014 data, the following *adjustments* should be made to enhance our physical education content knowledge: (a) provide teacher candidates with more content and practical application tasks in exercise physiology and biomechanics related to children and youth in physical education, (b) include theories and principles of motor development content tested in TExES Physical Education EC-12 test in the current motor learning course, (c) offer teacher candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, and (d) designate KINE 3372, Team and Individual/Dual Sport Skill Analysis, as a required elective for teacher candidates in order to help them better understand how to analyze human movements in physical activity contexts.

The current teacher work sample is common to all candidates in the unit and contains insufficient content to assess physical education teacher candidate's knowledge and performance in student-teaching. Consequently, it was necessary for the physical education teacher education faculty to add content specific components into the current teacher work sample only for physical education candidates. Spring 2013 was the first semester that these new revisions were in place. The high percentage of teacher candidates who scored 2 or better on the teacher work sample suggest that our teacher candidates have sufficient levels of pedagogical content knowledge to be competent physical educators. In order to further develop our teacher candidates pedagogical content knowledge the following adjustments should be made: (a) assist the Methods Block instructors in visiting the teacher candidates school sites more frequently, (b) provide additional support sessions for teacher candidates during the teacher work sample development, and (c) provide opportunities for teacher candidates to attend local and national physical education workshops and conferences.

The high percentage of teacher candidates at the acceptable or target level on most of the motor skill tasks suggests that they are physically educated individuals with knowledge and skills necessary to demonstrate competent movement performance. Two areas of health-related fitness of concern were aerobic capacity and body composition. In order to improve in these areas, the program faculty propose that teacher candidates who failed to reach the Healthy Fitness Zone in 2 of the 4 test items must meet with an exercise science faculty member to develop a physical activity plan to improve his or her health-related fitness. In the future, the physical activity plan must be presented to the instructor of the class in order to receive a final grade in the class. An "Incomplete" grade will be assigned to the teacher candidate that fails to present the physical activity plan to the instructor. In addition, the program has recently added KINE 3117 Competency in Motor Skills course to the PETE degree plan. This course will serve to improve and maintain the personal motor skill competence and health-related fitness of teacher candidates in the program. Overall, the data support that teacher candidates are competent in motor skill performance and performance concepts, but health-enhancing level of fitness is an area of major concern.

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**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

Based on the results of the Fall 2014 and Spring 2015 data, the following *adjustments* should be made to enhance our physical education content knowledge: (a) provide teacher candidates with more content and practical application tasks in exercise physiology, biomechanics, and motor learning related to children and youth in physical education, (b) require a motor development course in the degree, (c) offer teacher candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, (d) increase the passing criterion percent correct score from 70% to 75% on the 158 - Physical Education Representative (practice test) TExES, and (f) require kinesiology teacher candidates to perform (common content knowledge) and teach (specialized content knowledge) rather than only perform learning activities in activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113).

The current teacher work sample is common to all candidates in the unit and contains insufficient content to assess physical education teacher candidates' knowledge and performance in student-teaching. Consequently, it was necessary for the physical education teacher education faculty to add content specific components into the current teacher work sample only for physical education candidates. Spring 2013 was the first semester that these new revisions were in place. The high percentage of teacher candidates who scored 2 or better on the teacher work sample suggest that our teacher candidates have sufficient levels of pedagogical content knowledge to be competent physical educators. In order to further develop our teacher candidates pedagogical content knowledge the following adjustments should be made: (a) assist the Methods Block instructors in visiting the teacher candidates school sites more frequently, (b) provide additional support sessions for teacher candidates during the teacher work sample development, and (c) provide opportunities for teacher candidates to attend local and national physical education workshops and conferences.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

Based on the results of the Fall 2014 and Spring 2015 data, the following *adjustments* should be made to enhance our physical education Pedagogical Content Knowledge: (a) assist the Methods Block instructors in visiting the teacher candidates school sites more frequently, (b) provide additional support sessions for teacher candidates during the teacher work sample development, and (c) provide opportunities for teacher candidates to attend local and national physical education workshops and conferences.

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