

Kinesiology BS (All Level Teacher Certification)

Physical Education Content Knowledge

Goal Description:

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

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Demonstration of Physical Education Content Knowledge

Learning Objective Description:

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

RELATED ITEM LEVEL 2

TExES Physical Education EC12 (158) Test

Indicator Description:

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

Criterion Description:

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

Findings Description:

In the Fall 2015, 90% of the kinesiology teacher education candidates (KTC) scored 240 or better on TExES Physical Education EC–12 (158) test whereas in the Spring and Summer 2016, 85% of the KTC scored 240 or better. Note that 240 represent the minimum score to pass the TExES Physical Education EC–12 (158) test.

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| Academic Semester |
| TExES |
| Fall 2015 (N = 10) |
| 90% |
| Spring & Summer 2016 (N = 17) |
| 85% |

RELATED ITEM LEVEL 3

The TExES Physical Education EC-12 (158) Test Action

Action Description:

The criterion will be maintained for 2016-2017. Should students in the 2016-2017 reporting cycle exceed the criterion by another substantial margin, then the criterion may be adjusted upward.

Physical Education Pedagogical Content Knowledge

Goal Description:

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

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Physical Education Pedagogical Content Knowledge

Learning Objective Description:

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

RELATED ITEM LEVEL 2**Teacher Work Sample****Indicator Description:**

The College of Education no longer uses the Teacher Work Sample model which is the model set out to be used for the 2015-2016 academic year. Therefore, there is no data for this objective. The College of Education is developing a new assessment. It is anticipated that it will be ready for use for 2016-2017 academic year.

Criterion Description:

This will have to change according to the new assessment model to be developed by the College of Education.

Findings Description:

There is no data as noted in the above Indicator Description.

RELATED ITEM LEVEL 3**Teacher Work Sample Action****Action Description:**

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.

Kinesiology - Physical Education, Teacher Education**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):**

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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Update of Progress to the Previous Cycle's PCI:

Based on the results of the Fall 2015 and Spring 2016 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).

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, and (c) provide opportunities for teacher candidates to attend local and national physical education workshops and conferences.

Plan for continuous improvement 2016-2017

Closing Summary:

Based on previous assessment data, the following adjustments should be made to enhance the 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) require a fitness education course in the degree, (d) offer teacher candidates review materials and review sessions to assist their TExES, Physical Education EC-12 test preparation, (e) increase the passing criterion from 70% to 75% on the 158-Physical Education Representative (practice test) TExAS, 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.

In order to assess our teacher candidates' pedagogical knowledge the PETE faculty suggests using the Physical Education Student-Teaching Evaluation tool during student teaching (CISE 4392, CISE 4394, and CISE 4396). The NASPE Physical Education Teacher Evaluation Tool (2007) will be adapted for use in our program. The tool is designed to assess teacher behaviors and performance in the real setting. In general, teacher certification students enroll in student teaching their final semester. Individual items are listed in five domains that assess teaching behaviors. 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. Teacher certification students in physical education have two-seven week placements with full-day schedule at an elementary and secondary school. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements will assess teacher certification students.