

Kinesiology BS (All Level Teacher Certification)

Develop 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.

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 EC12 (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 the Fall 2016 (N = 2), 50% of the PETE candidates scored 240 or better on TExES Physical Education EC–12 (158) test whereas in the Spring 2017 (N = 21), 90% of the PETE candidates scored 240 or better. Note that 240 represent the minimum score to pass the TExES Physical Education EC–12 (158) test. (Table 1, attached).

Attached Files

 [PETE Test scores summary.](#)

RELATED ITEM LEVEL 3

Content Knowledge

Action Description:

The assessment data obtained during the Fall 2016 and Spring 2016 supports that an overwhelming majority of PETE candidates have adequate levels of content knowledge to teach in preK-12 schools. The poor performance in the Fall 2016 is due to the small (N=2) of PETE candidates that took the test. The PETE faculty suggests that PETE candidates are provided with more 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. The criterion will be maintained for Fall 2017-Spring 2018. Should students in the 2017-18 reporting cycle exceed the criterion by another substantial margin, then the criterion may be adjusted upward.

Physical Education Pedagogical Skills

Goal Description:

The Physical Education Teacher Education (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.

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:

Seventy 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 2016 (N = 9), 98% of the PETE candidates scored 2 or better in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning and Domain 3-Management and Organization. On items associated with Domain 4-Learning Climate, 100% of the PETE candidates scored 2 or better. On items associated with Domain 5- Professionalism, 100% of the PETE candidates scored 2 or better. In Fall 2016, 99% of the PETE candidates scored 2 or better in items associated with Domain 1. On items associated with Domain 2, 98% of the PETE candidates scored 2 or better. On items associated with Domain 3, 100% of the PETE candidates scored 2 or better. On items associated with Domain 4, 100% of the PETE candidates scored 2 or better. On items associated with Domain 5- Professionalism, 100% of the PETE candidates scored 2 or better. In Spring 2017 (N = 13), 99% of the PETE candidates scored 2 or better in items associated with Domain 1- Planning and Instruction. On items associated with Domain 2- Evidence of Student-Learning, 100% of the PETE candidates scored 2 or better. On items associated with Domain 3- Management and Organization, 99% of the PETE candidates scored 2 or better. On items associated with Domain 4- Learning Climate, 97% of the PETE candidates scored 2 or better. On items associated with Domain 5-Professionalism, 100% of the PETE candidates scored 2 or better.

RELATED ITEM LEVEL 3

Pedagogical Knowledge

Action Description:

The assessment data obtained during the Fall 2016 and Spring 2017 supports that an overwhelming majority of our PETE 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 increased from 70% to 80% for the Fall 2017-Spring 2018. The PETE faculty also suggests to maintain the use of peer-teaching and field-based experiences in courses such as KINE 4369 Adapted Physical Activity, 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.

Update to Previous Cycle's Plan (2016-17)

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

Based on the results of the Fall 2015 and Spring 2016 assessment data, the following adjustments should be made to enhance our physical education content knowledge: (a) provide teacher candidates (TCs) 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 preparations, (e) 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 assess our teacher candidates' pedagogical knowledge in 2016-2017, 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, TCs 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. TCs in physical education have two-seven week placements with full-day schedule at an elementary and a secondary school. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements will assess TCs.

Update of Progress to the Previous Cycle's PCI:

Update to 2016-17 Plan:

The following adjustments were made to the PETE program: (a) the passing criterion percent correct score was increased to 75% on the 158 - Physical Education Representative (practice test) TExES, (b) review materials to assist PETE candidates on the TExES Physical Education EC-12 test are now available in our program, (c) KINE 3367 Motor Development course is now part of the PETE degree plan requirements, and (d) Fitness

Education course will be offered in the Spring 2018 as elective for PETE candidates. In addition, the Physical Education Teacher Evaluation tool was used in Fall 2016 and Spring 2017 to assess PETE candidates' pedagogical skills.

Plan for Continuous Improvement for 2017-18

Closing Summary:

Based on the results of the Fall 2016 and Spring 2017 assessment data, the following adjustments should be made to enhance our physical education content knowledge and pedagogical knowledge: (a) provide PETE candidates with more 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, (b) require a fitness education course in the PETE degree plan, (c) offer PETE candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, (d) require PETE 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).