

Program Report for the Initial Preparation of Physical Education Teachers American Alliance for Health, Physical Education, Recreation, & Dance/National Association for Sport and Physical Education (NASPE) (2008 Standards) Option B

Note: This form uses the NASPE standards approved by NCATE in 2008. Programs have the option to use either the 2001 or 2008 standards for programs submitted through Spring 2010. Beginning in Fall 2010, all programs are required to respond to the 2008 NASPE standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM DD YYYY

 / /

4. Report Preparer's Information:

Name of Preparer:	
<input type="text"/>	
Phone:	Ext.
(<input type="text"/>) <input type="text"/> - <input type="text"/>	<input type="text"/>
E-mail:	
<input type="text"/>	

5. NCATE Coordinator's Information:

Name:	
<input type="text"/>	
Phone:	Ext.
(<input type="text"/>) <input type="text"/> - <input type="text"/>	<input type="text"/>
E-mail:	
<input type="text"/>	

6. Name of institution's program

7. NCATE Category

8. Grade levels⁽¹⁾ for which candidates are being prepared

(1) e.g. K - 6, K- 12, 5-9

9. Program Type

First Teaching License

Advanced Teaching

- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most

recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	☐ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of student learning (required)			
Assessment #3:			
Assessment #4:			
Assessment #5:			
Assessment #6:			
Assessment #7:			
Assessment #8:			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	€	€	€	€	€	€	€	€
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	€	€	€	€	€	€	€	€

5. Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	€	€	€	€	€	€	€	€
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.	€	€	€	€	€	€	€	€
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.	€	€	€	€	€	€	€	€

6. Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	€	€	€	€	€	€	€	€
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	€	€	€	€	€	€	€	€
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	€	€	€	€	€	€	€	€
6.4 Communicate in ways that convey respect and sensitivity	€	€	€	€	€	€	€	€

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments must be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

A program is free to select the types of assessments within the following constraints:

- A program cannot use more than 8 key assessments. There is no minimum requirement.
- Assessments should be required of all candidates.
- The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area.
- One assessment must demonstrate candidate effects on student learning.
- In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

Program must submit the following documentation:

(1) A rationale making the case that the key assessments, taken as a whole, demonstrate candidate mastery of the SPA/NCATE standards.

and

(2) Assessment Documentation

For each assessment attach one document that includes the following 3 items:

- The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- The scoring guide for the assessment; and
- Charts that provide candidate data derived from the assessment.

The responses for a, b, and c (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment (a, b, and c above) into a single file. That is, create one file for Assessment #4 that includes the assessment itself (item a above), the scoring guide (item b above), and the data chart (item c above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. Rationale: Attach a narrative outlining your case that the assessments, taken as a whole, demonstrate candidate mastery of the

SPA standards. (Character limit 40,000 characters)

2. State licensure tests or professional examinations of content knowledge. AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

3. **EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning. NASPE standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV

4. Provide assessment information as outlined in the directions for Section IV

5. Provide assessment information as outlined in the directions for Section IV

6. Provide assessment information as outlined in the directions for Section IV

7. Provide assessment information as outlined in the directions for Section IV

8. Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings (data) from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. **For Revised Reports:** Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.