

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)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Prairie View A&M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 31 / 2008

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Health and Human Performance

7. NCATE Category

Physical Education-First Teaching License

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

EC-12

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- 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

Texas Certification of Educators Standards (TExES) Physical Education EC-12

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. 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)

Guiding principles exist at the institution level, as defined by the traditions of the Prairie View A & M University mission that has firmly established it is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities---both rural and urban. It is committed to advanced education and expanding its offerings to include multiple doctoral programs.

Closely aligned with the mission of the university, the Whitlowe R. Green College of Education's Conceptual Framework which promotes candidate orientation to its educational model Educator as a Facilitator of Learning for Diverse Populations (E-FOLD-P) is infused in the curriculum of the Department of Health and Human Performance (HUPF). The E-FOLD-P supports the major goals of the teacher education Unit and constitutes a commitment of the Unit and the HUPF Department to develop and prepare candidates: As problem solvers, critical thinkers, and decision makers; As reflective and continual learners who utilize effective teaching practices; As facilitators of student growth and development, by precept and example; and As educators with understanding and appreciation of human diversity and global awareness. The E-FOLD-P also represents the Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students.

The HUPF Department's policies are naturally aligned with the purposes of preparing high quality educators. The HUPF Department establishes and maintains expectations for excellence through the criteria of admission, grading and retention policies, and general academic rigor. Further, the mission of the University, the Unit and the conceptual framework emphasize the importance of meeting the needs of individual learners and enhancing learning experiences through context and learning experiences. In preparing candidates to teach children, the HUPF program outcomes naturally target teacher competence, individualization, student achievement, and teacher dispositions of problem solving/critically thinking, being reflective, student growth and development and human diversity. In addition to institutional influences, the Texas State Board for Educator Certification (SBEC) established guidelines to provide direction for the development of professional educators through various policies which include: required scores on the TASP test which is part of the Texas Academic Skills Program mandated by the Texas Legislature and is designed to determine whether students possess the basic skills in reading, writing, and mathematics necessary for success in university courses; required reading courses; required mathematics courses; required curriculum and instruction courses; and required major content area courses.

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)

Teacher Education and Teacher Certification require a planned sequence of field experiences in

elementary school and secondary school classrooms. Student teaching will encompass the regular school day for a full semester. For students seeking additional certification in a specialization, the student will complete half the semester in the specialization and half at the EC-level.

The field and clinical experiences are supervised by qualified professionals. Applied coursework is guided by regular faculty. Practica are arranged and supervised collaboratively and on-site by full-time coordinator/teacher education mentor who has been recommended by the school administrator.

Requiring field-based learning experiences during the program is challenging since most students already work. The HUPF department is carefully devising a system by which the benefits of providing developmental, field-based learning opportunities with minimal school and student disruption. Candidates may use their student population guided projects to conduct formal assessments; develop IEPs; develop content-enhanced lesson plans; design accessible instructional units and develop parent/colleague resources; participate in collaborative processes; and use technology to enhance planning and instruction. To help candidates to plan in advance, the HUPF department provides information and guidance program planning and required advising meetings. Candidates are required to undergo various types of assessments to ensure the program adequately prepares the candidates.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Teacher Education Unit Program: The undergraduate teacher education programs in the College of Education prepare candidates for teaching and related positions in public and private schools as well as in other institutional or organizational settings that promote the educational development and well being of culturally diverse children and youth. Students are eligible for admission to teacher education and to enroll in professional education courses after the following requirements have been met: Completion of all core curriculum requirements with a minimum overall 2.50 grade point average with a grade of "C" or higher in English and Mathematics.

- Achievement of a satisfactory score on the Texas Higher Education Assessment (THEA). The required minimum score on the Reading component of THEA is 260. A copy of THEA scores must be submitted with the application.
- Recommendation for Admission to Teacher Education forms from three instructors under whom a minimum of one course has been taken.
- Transcripts of all completed courses.

Students seeking degrees in education with eligibility for teacher certification must be admitted to teacher education program by the College of Education Committee for Admission to Teacher Education before enrolling in teacher education professional education courses. Entrance and exit examinations are required. The Committee on Admission to Teacher Education reviews all applications. The Committee Chair notifies students by letter regarding approval or disapproval of admission into the Teacher Education Program.

The following courses (all 3 SCH) must be completed prior to student teaching:

- CUIN 3003 Educational Foundations
- CUIN 3013 Educational Psychology
- CUIN 4003 Instructional Planning and Assessment
- CUIN 4013 Instructional Methods and Classroom Management
- CUIN 4103 Instructional Planning and Assessment
- CUIN 4113 Instructional Methods and Classroom Management

Classification of Education Courses Versus Academic Subject Area Courses. For the purposes of

determining whether a curriculum meets legal and Coordinating Board limits on the number of allowable semester credit hours of education courses in a degree program leading to teacher certification, the course content (not its subject prefix) is used to determine the classification of the course. A course that includes as its primary content education topics such as teaching strategies, models of instruction, curriculum development, assessment, or classroom management, or focuses primarily on education topics, is classified as an education course.

**4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)**

The conceptual framework of the Whitlowe R. Green College of Education Conceptual Framework provides the underlying principles for the Educational Administration Program. Like that of the larger unit, focus is upon the “Educator as Facilitator of Learning for Diverse Populations” E-FOLD-P. The framework consists of the following four major goals undergirded by technology: 1) Problem Solving, Critical Thinking and Decision Making; 2) Reflective and Continual Learning; 3) Student Growth and Development; and 4) Human Diversity and Global Awareness which are incorporated in course syllabi throughout the College. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning.

The central focus of all programs in the COE is the candidate and his/her development into a capable and confident professional who can affect student learning in the P-12 school setting. This development is represented by the triad of preparation, professionalism and performance and is supported by the greater Prairie View A&M University (PVAMU Teacher Advisory Board, which is made up of 27 different school districts. The PVAMU Teacher Advisory Board in order to meet the challenges and needs of the 21st century, all candidates must be lifelong learners, problem solvers, communicators, users of technology and committed to diversity. The following visual representation of the Whitlowe R. Green COE Conceptual Framework is used continuously to assess the curriculum, instruction and assessment components for the program. The following visual is a representation of the Whitlowe R. Green COE conceptual framework and it is used continuously to assess the curriculum, instruction and assessment components for the program.

The work of the Unit is based on the fundamental belief that the candidates in educator preparation programs at Prairie View A&M University should have an identified curriculum that supports the development of broad content and pedagogical knowledge, effective skills in teaching diverse groups of students, and the personal and professional skills needed to teach in contemporary classrooms. Further, it is the belief of the faculty that the conceptual framework be grounded in research and the wisdom of practice that is shared among candidates and the broader learning community. The conceptual framework has been shared with candidates through classroom discussions and outcomes required in core courses. In addition, the conceptual framework has been shared with our colleagues at the University, the various college and university committees and a variety of printed materials. The conceptual framework vision is shared with our P-12 colleagues through the PVAMU Local Cooperative Education Advisory Board through program handbooks which are given to all field supervisors and site administrators.

Guiding Principles:

1. Commitment to Diversity, understanding and appreciating human diversity of all individuals within the learning community
2. Commitment to Technology, infused throughout programs and services,
3. Education is interactive and reflective, a process that is accomplished through assessment and

reflection through collaboration

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The unit established an Office of Accreditation, Assessment and Data Management. This newly established office will assist the program area by generating data from candidates at the graduate and undergraduate level. This office will also be responsible for aggregating data and disseminating it to various program areas to utilize for review and make program improvements to ensure best practices are achieved to increase candidate retention and pass rate success on the state licensure examinations.

The Unit has implemented an electronic assessment system during the spring 2008 semester to streamline assessment and assist in providing continuous improvement of the program. The electronic assessment manager is True Outcomes. The new electronic assessment tool provides program-level assessments and reports showing the curriculum plan, student achievement against standards, and record improvements to the curriculum. The first artifacts were uploaded by the end of the second week of the semester.

The Unit Assessment System (UAS) have two foci- one is on the program and the other is on the Unit. In the program level assessment, data relevant to individual candidates are reviewed in order to make decisions and provide feedback to candidates on their program progress as well as to aggregate, judge the efficacy of specific programs, and guide program improvement. The Unit level assessment utilizes data on overall unit operations and aggregate candidate performance to examine overall unit effectiveness and guide improving the unit accordingly.

TrueOutcomes:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. 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.)

Program Outlines

See **Attachments** panel below.

7. 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.

E-FOLD-P Conceptual Framework	PDAS Professional Development & Appraisal System
Outcomes Rubric	

See **Attachments** panel below.

8. 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: Physical Education-Bachelor of Science EC-12		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2004-2005	30 (+/-)	5
2005-2006	25 (+/-)	9
2006-2007	20 (+/-)	6

(4) 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.

9. 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	Dr. Marsha Kay Wilson
Highest Degree, Field, & University ⁽⁵⁾	Ed.
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Department Head
Faculty Rank ⁽⁷⁾	Professor (Tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Continuous in-service for faculty for the Health and Human Performance faculty; development of infrastructure for candidates to improve pass-rates of candidates for TEXES
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

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Faculty Member Name	Christopher Clay
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Educational Leadership, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Trevia Cyrus
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Physical Education, Prairie View A & M Universtiy
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Clinical Supervision of EC-12 Physical Education majors Assists in conducting training for faculty. Texas Assocaiton for Health, Physical Education, Recreation and Dance Ethnic Minorities SEction-Chair Elect/Texas Association for Health, Physical Education, Recreation and Dance
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Texas Teacher Certification-Physical Education Former physical Education teacher

Faculty Member Name	Dwayne Foster
Highest Degree, Field, & University ⁽⁵⁾	M.Ed.-Sports Administration-Northwestern State University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-	N/A

12 schools ⁽¹¹⁾	
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Faculty Member Name	Douglas Fowlkes
Highest Degree, Field, & University ⁽⁵⁾	M.S.-Physical Education-Texas Southern University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Clifton Gilliard
Highest Degree, Field, & University ⁽⁵⁾	M.Ed.-Physical Education-Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Barbara Jacket
Highest Degree, Field, & University ⁽⁵⁾	M.S.-Physical Education Prairie View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Professor (Tenured)
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A

Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A
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Faculty Member Name	Albert Johnson
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. Physical Education Priaire View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Dr. Queen Martin
Highest Degree, Field, & University ⁽⁵⁾	DRPH University of Texas
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Texas Association for Health, Physical Education, Recreation and Dance Ethnic Minorities Section-Chair Elect/Texas Association for Health, Physical Education, Recreation and Dance Presentation regarding Minority Youth and Obesity
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	John Mayes
Highest Degree, Field, & University ⁽⁵⁾	M.S., ATC, LAT Physical Education Priaire View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major	N/A

contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Aquantina Moses
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. Physical Education Priaire View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Jim Price
Highest Degree, Field, & University ⁽⁵⁾	M.S Counseling Priaire View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Angela Williams
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. Counseling Prairie View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in	

Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

Faculty Member Name	Lana Williams
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. Counseling Prairie View A&M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	N/A
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	N/A

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

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

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

(8) 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.

(9) 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.

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

(11) 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 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. 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 (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment	TEXES Examination of Educator Standards (TEXES) Pedagogy & Professional Responsibilities EC-	State of Texas Licensure Examination	After successfully completing asll course work before entering student teaching

(required)	12		
Assessment #2: Content knowledge in physical education (required)	TEExES Examination of Educator Standards (TEExES) Health EC-12 Licensure Content Examination	State of Texas Licensure Content Examination Domain Scores	After successfully completing asll course work before entering student teaching
Assessment #3: Candidate ability to plan instruction (required)	Unit Plan	Comprehensive Unit Plan (curriculum development)	CUIN 4113 Instructional Methodology and Classroom Management
Assessment #4: Internship or clinical experiences (required)	Professional Development and Appraisal System (PDAS)	Professional Development Survey	Mid point and end point of student teaching experience
Assessment #5: Candidate effect on student learning (required)	Cooperating Teacher's Assessment	Evaluation of candidate's performance	CUIN 4826 Student Teaching
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	Admission to Teacher Education	Texas Higher Education Assessment (THEA) Scores Core requirements, FPA, College of Education Requirements	Prior to taking any professional education courses
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Professional Electronic Portfolio	Comprehensive Electronic Portfolio of learning experiences and resources maintained in True Outcomes	During 3000 and 4000 level professional education courses
Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Needs Assessments and Disposition Assessment	Structured interview, data collection, and report (project) Candidate and Advisor Disposition Survey	HUPF 4073 Admin. Mgmt of HUPF Programs Disposition Survey administered Candidate and Advisor Disposition Survey administered at the beginning of each semester

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

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each AAHPERD/NASPE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AAHPERD/NASPE

standards.

	#1	#2	#3	#4	#5	#6	#7	#8
1. Content Knowledge. Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.	b	b	b	b	b	b	b	b
2. Growth and Development. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.	e	b	b	e	b	e	e	b
3. Diverse Students. Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.	e	e	b	e	e	e	e	b
4. Management and Motivation. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	e	e	b	b	b	e	e	b
5. Communication. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.	e	e	b	b	b	e	e	b
6. Planning and Instruction. Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.	e	e	b	b	b	e	e	b
7. Student Assessment. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.	e	e	b	b	b	e	e	b
8. Reflection. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.	e	e	b	b	b	e	e	b
9. Technology. Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.	e	e	b	b	b	e	b	b
10. Collaboration. Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well being.	e	e	b	b	b	e	e	b

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides 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.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. 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 (items 1-5) as outlined in the directions for Section IV

State Licensure	Assessment Description
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See **Attachments** panel below.

2. Assessment of content knowledge in the field of physical education. AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standard 1. Examples of assessments include comprehensive examinations, GPAs or grades,⁽¹⁵⁾ and portfolio tasks.⁽¹⁶⁾ (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Content Knowledge TExES

See **Attachments** panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. Assessment that demonstrates candidates can effectively plan classroom instruction.

AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 6. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Knowledge, Skills and Dispositions

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.⁽¹⁷⁾ This assessment would be applicable to all AAHPERD/NASPE standards. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Knowledge, Skills and Dispositions -- PDAS

See **Attachments** panel below.

(17) NCATE will provide a link to a sample response for this requirement.

5. Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standards 7 and 8. 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 (items 1-5) as outlined in the directions for Section IV

Effects on Student Learning

See **Attachments** panel below.

6. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Admission to Teacher Education Program
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See **Attachments** panel below.

7. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Professional Electronic Portfolio

See **Attachments** panel below.

8. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

disposition.doc	Needs Assessments
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See **Attachments** panel below.

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 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)

The target has not changed for the program area. The methods by which candidates acquire knowledge, demonstrate skills, and document their impact on candidate learning continuously evolve. As a result, the data may also routinely evolve. This is accomplished by revising courses, projects, and especially, assessments and begins to reflect anew on the implementation of the program's improvement.
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Content Knowledge: The Program area has multiple mechanisms to gauge the success of the candidates in the program. The multiple assessments identified in the previous section IV (See Chart of Program Assessments). As noted earlier in the assessment section, the program area has a rich variety of assessments to maximize success of the program. The program area uses the information obtained from the aforementioned assessments to adjust the content emphasis in the major courses. The program also correlates the candidate's GPAs, course projects, instructional planning and other assessments to candidates that score high rating on the PDAS.

The program area has regular meetings to discuss program issues, including course delivery sequences, candidate content acquisition, and improved delivery mechanisms. The program faculty discusses results on assessments, completer follow-up data, and program exit-data obtained from candidates. As a result of the data obtained from former candidates, the faculty in the program area is participating in on-going professional development activities to dialogue about strengths and weaknesses in the program. This dialogue has led to the development of the program area's employment satisfaction survey to find out how the principal rates the quality of the candidates graduating from the program area.

During the academic dialogue, it has been determined that a more rigorous attempt has to be made to link the content of the courses and applied projects so that the candidates are better prepared for independent/mastery levels. This was achieved by articulating more clearly the direct linkages between expectations in courses and skills in practicums or student teaching through several methods. As a result of professional discussions, the program is modifying the course syllabi. The faculty participated in more focused discussions in class. The initial advising process has been modified. The courses have been reviewed for project alignment to standards and rubrics have been developed.

The content-based portfolio would assist candidates in maintaining and using key projects and artifacts from their courses throughout the program and would be a functional way for candidates to reference the key knowledge surrounding the field experience performance goals. The portfolio has the potential to assist advisors and the practicum coordinators in individualizing practicum programming. The compilation of the candidate's work, accompanied with completed scoring rubrics and instructor feedback, would provide a comprehensive overview of candidate knowledge and performance throughout the program. It is anticipated that the program will implement the programmatic changes and guidance and begin requiring candidates to assemble and maintain the content-based portfolio with the implementation of a procedural review at the completion of all coursework, prior to student teaching.

While the program is quite high with respect to assessment tools for content knowledge, the program area will continue to identify specific areas and methods for enhancing candidate's knowledge in health education.

Professional and Pedagogical Knowledge, skills, and dispositions: The process established by NCATE has helped the program area to better focus on targeted assessment of health education standards. All of the assessments are aligned with the specific specialized professional organization of NASPE. Identification of specific items that might score below mastery for a particular candidate would prompt the program area to increase emphasis in relevant course work to improve the outcomes of the future candidates.

Similarly, the program area can now examine the individual skills through projects, performance assessments, and the practicum performance/field experiences of the candidates. The evaluation of specific skills across the variety of standards led the program to programmatic improvement and thus increasing the pass rate of the candidates by the program area. Candidates are also being exposed to performance standards infusing technology into their lesson/unit plans. Candidates are routinely exposed

to stimuli-rich class room environments and are required to infuse technology into their respective projects. For faculty members that are not up-to-date in using technology, the Unit has a Center for Teaching Excellence which allows faculty to go to be trained on using technology in the classroom.

Our review of the data has indicated that our students are performing well in some disposition areas, including professional practice and work habits. In the future, the program area will be addressing dispositions which are interested in assessing self-initiative and independence, critical thinking skills, tact and judgment as well as intellectual curiosity.

Student Learning: The performance data that has been collected in student teaching and field experiences led to recent improvements in candidates' ability to document student learning. Although students' scores are high in their field experiences, the program needs to obtain more data on candidate's behavior and reflection on activities such as peer teaching exercises. The candidates are video-taped and are required to review their tapes to identify strengths and weaknesses and areas for improvement.

The program area has also identified rubrics to assess and help students to routinely identify strengths and weaknesses and areas for improvement. The program area currently implementing these guidelines for the first time and have not collected data at this time.

The program has provided only a few examples above of the ways in which the physical education faculty utilize assessment data for program improvement, including the enhancement of candidates' knowledge, demonstration of professional and pedagogical knowledge, skills and dispositions, and ability to affect student learning. The faculty at Prairie View A & M University are committed to continuous program improvement processes which is data-driven and recursively assessed.

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

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

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