

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

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Newberry College

2. City/State

Newberry, SC

3. Date submitted

MM DD YYYY

09 / 12 / 2010

4. Report Compiler's Information:

Name:

Peggy Barnes-Winder

Phone:

Ext.

(803) 321-5161

E-mail:

peggy.winder@newberry.edu

5. NCATE Coordinator's Information:

Name:

Cindy Johnson-Taylor

Phone:

Ext.

(803) 321-5206

E-mail:

cindy.johnson-taylor@newberry.edu

6. Name of institution's program

Physical Education

7. NCATE Category

Physical Education-First Teaching License

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

PK-12

(1) e.g. K-6, K-12, 7-12

9. Program Type

First teaching license

10. Degree

Baccalaureate

Post Baccalaureate

Master's, initial certification

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

Physical Education K-12

14. Program report status:

First Submission for review

Response to National Recognition With Conditions

Response to One of the Following Decisions: Further Development Required or Recognition with Probation

15. State Licensure requirement for national recognition:

If using Praxis as your state licensure exam for PETE, the appropriate, preferred form is Praxis 0091, Physical Education Content Exam. If your state requires the combined Health and Physical Education Praxis exam, that will be acceptable.

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 IV. Does your state require such a test?

jn Yes

jn 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)

Institutional: The Teacher Education program works to enhance the four pillars of the Newberry College Mission: intellectual transformation, social development, physical well-being, and spiritual growth by being supportive of the core curriculum and by helping candidates grow in these areas. The theme of the teacher education program Conceptual Framework, Building Better Communities, One Teacher at a Time demonstrates the commitment of the faculty and administration to improve the communities in which our graduates live and work.

State: The South Carolina Department of Education Policy Guidelines for Educator Preparation is closely aligned with NCATE standards. However the state does impose additional requirements for educator preparation units at the initial preparation level. A)The state requires that all candidates pass or exempt PRAXIS I before admission to the Teacher Education Program. B)The South Carolina Academic Standards are published standards for each content area and grade level that guide the instruction of public school teachers in South Carolina. Teacher candidates are required to include these standards in all lesson plans and units of study created in methods courses and in all lessons taught in the clinical experience. C)The South Carolina Department of Education adopted teaching performance standards in 1998 as a complement to the state's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT). The ADEPT standards are modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC)) standards for professional teaching. The INTASC standards identify what beginning teachers should know and be able to do. The ADEPT standards identify specific descriptions and expectations for competent practice and are required of all South Carolina teacher education programs for candidate evaluation and improvement.D)The state requires that all candidates be provided specific written information regarding the standards of conduct required of South Carolina educators for initial certification. This takes place in EDU 224, Foundations of Teaching and Learning and is reviewed again in EDU 483, Internship Seminar. The information is presented in the form of a brochure created by the state outlining expectations for teachers. E)As part of the Education and Economic Development Act (EEDA), all educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation possess the knowledge, skills and dispositions to integrate the following into the P-12 curriculum: career guidance, use of the cluster of study curriculum frameworks, use of individual graduation plans, instructions of students with diverse learning styles, elements of the Career Guidance Model, contextual teaching, cooperative learning and character education. F)The state expects all graduates of educator preparation programs to possess a strong knowledge of cultural diversity issues that are centered in a global, multicultural perspective. Graduates must be able to teach all students regardless of exceptionalities, backgrounds, or socioeconomic status, in a variety of settings including rural and low performing schools. It is the expectation that all educator preparation units will recruit teacher candidates and faculty from culturally diverse backgrounds and will develop and administer curricula and experiences to achieve this standard. G)The Safe School Climate Act is designed to prevent harassment, intimidation, and bullying by mandating that each of the state's school districts adopt a policy prohibiting those behaviors. Educator preparation units must provide evidence to indicate that candidates possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

While all of the above state requirements impact our teacher education program, none of them negatively impact the application of NASPE standards.

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)

Candidates are required to complete a minimum of 108 hours of field experience embedded throughout the program prior to the internship. Core education courses that include field experience hours are:

EDU 224 Foundations of Teaching and Learning

Candidates are placed with a public school mentor teacher for 12 hours of field experience during the semester. Candidates conduct individual interviews with the mentor on designated topics discussed in class and write a reflection on each of these interviews. In addition to the interviews, candidates observe and assist the mentor while paying particular attention to educational foundation issues such as laws, ethics, equity, philosophy, and professionalism.

EDU 230 Human Development and Learning

Candidates spend at least (1) hour per week for twelve (12) weeks with a certified mentor teacher to complete the required observations of 12 individual students. The candidates take anecdotal notes and use the notes to analyze the physical, social, emotional, and intellectual development of students to determine implications for learning and to provide documentation for teachers of the students.

EDU 232 Working with Exceptional and Diverse Learners

The EDU 232 class field experience consists of four group field trips (12 hours) area public schools to observe specific criteria based on the course content. The first field experience is a trip to a local elementary school for a three hour structured observation cycle. The classes observed are Learning Disabilities, ESOL, G/T, Reading Recovery, Self-contained special education, Montessori multi-age classrooms, and general education classes with inclusion specialists. The second field trip is to a local high school for a three hour cycle observation of self-contained special education, remedial classes, ESOL, Honors classes, and Learning Disability classes. The third field trip is a three hour cycle of observation at a local middle school. This middle school is a school deeply involved in the process of gender specific education. The day is spent observing male classrooms, female classrooms, and discussions with gender specific teachers, students, and administrators. The fourth field experience is a three hour cycle of observation at a local Community School. This school is a K-12 school serving a rural community in the county system.

EDU 341 Elementary Classroom Environment

This course has 24 hours of field experience with a certified mentor teacher. Each observation period is 2 hours in length with specific criteria provided for analysis. The candidates observe for the criteria, interview the teacher concerning the criteria, and write a reflective journal entry concerning the criteria. The specific areas of observation are: Lesson Planning, Using Technology, Time Management, Assessment, Differentiation of Instruction, Making Home-School Connections, Cooperative Learning, The Safe School Climate Act, Career Guidance, Conducting Conferences, Management Style, and Teacher Interview.

EDU 342 Secondary Classroom Environment

Candidates spend 24 hours with a public school mentor teacher certified in the content area. It is recommended that candidates attend field experience two hours a week for 12 weeks. While observing and participating in class, the candidates complete eight seminar topic reflections recording activities and observations. The specific areas of observation for this course are: Lesson Planning, Time Management, Assessment, Differentiated Instruction, Cooperative learning, The Safe School Climate Act, Classroom Management, and Career Guidance. *PHE majors can choose between EDU 341 and EDU 342

In addition, Physical Education majors take the following courses with field experience components:
EDU 455 – Content Area Literacy for PK-12 candidates

Candidates are assigned to a public school classroom and expected to complete 24 hours of Field Experience during the semester. Candidates are required to plan and teach three lessons in the Field Experience site. Classmates will evaluate two of the three lesson plans and give feedback.

PHE 440 Curriculum and Evaluation

Candidates are given ample opportunities to observe and evaluate experienced and qualified public school teachers within the field of physical education. The class requires candidates to obtain a total of 24 hours (2 hours a week) for 12 weeks. Twelve of the 24 hours consist of group class visits to selected public school teacher classrooms and for the remaining 12 hours, individual candidates are placed with a public school mentor teacher certified in Physical Education. Within these hours candidates observe effective classroom management styles, teacher/student relationships, create mini-unit lesson plans, and teach individual lessons.

To ensure that all candidates experience a variety of school settings with diverse student and teacher populations, faculty and the school partners place candidates in schools for field and clinical experiences based on grade level, content, gender, ethnicity, socio-economic level, gifted population, academic exceptionalities, teacher expertise, location, and availability.

Candidates are supervised in field experiences by a qualified mentor teacher, the administration of the school and a college faculty member. School partners are trained in ADEPT by either the Newberry College faculty or the school district and are in direct contact with the Unit's faculty through email, telephone, and in person. Faculty members of the Teacher Education Program regularly meet with selected school faculties to explain and discuss the Teacher Education field experience procedures. Mentor Teachers complete an evaluation on each candidate and the data is analyzed by the program area faculty.

Candidates are supervised in the clinical experience by the department of education or content area faculty, a qualified mentor teacher, and the school administration. Candidates are formally observed a minimum of 12 times using the Newberry College observation record which addresses ADEPT Performance Standards 4-9. Mentors are trained by the Unit faculty in ADEPT and by the district in mentoring. Candidates develop a teacher work sample which evaluates their ability to pre-assess for instruction, set goals, create lesson plans based on the data, post-assess, and identify subgroups for specific instruction.

The clinical experience lasts for 14 weeks (minimum of 490 hours) in two 7 week settings. All candidates are placed in the Newberry County School system where there is a distinguished history of service to the schools and an excellent working relationship with the district's administration and teachers, many of whom are Newberry College graduates. The candidates are placed in a second setting in a different school system with diverse demographics, a different grade level, and with a mentor teacher of different ethnicity and gender if possible.

Students are evaluated in the internship using a three-pronged model. 1) All interns write lesson plans daily which are approved by the mentor before the lesson is taught. In addition, four of the lesson plans are submitted to the College Supervisor and are scored using the Newberry College Lesson Plan Rubric. The average score of the four plans provides one of the assessments for the internship. 2) All interns create a unit work sample which is scored using a rubric. The unit work sample evaluates their ability to pre-assess for instruction, set goals, create lesson plans based on the data, post-assess, and identify subgroups for specific instruction. 3) The internship mid-term and final evaluations and accompanying rubric are aligned with NASPE standards, ADEPT Standards and the Conceptual Framework

performance indicators. The evaluations forms are organized around the four ADEPT domains of Planning, Instruction, Environment and Professionalism with direct connections made to the NASPE standards.

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.)

Physical Education Degree Checklist 07-10

See **Attachments** panel below.

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.

Conceptual Framework Graphic and Mission Statement

See **Attachments** panel below.

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, master's initial licensure) 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⁾
2009-2010	11	6
2008-2009	12	5
2007-2008	11	6

⁽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	Peggy Barnes-Winder
Highest Degree, Field, & University ⁽³⁾	Ph.D. Health Science, Physical Education, USC-Columbia, and Touro University International- accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges

Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty, Clinical Supervisor and Department Chair; Also teaches Personal and Community Health, Rhythms and Dance for Young Children, Adapted Physical Education, Foundations of Physical Education, and Curriculum and Evaluation
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Teacher Education Advancement Team Member HSTW Reviewer, Mid-Carolina High Oct. 3-5, 2007 NASPE Reviewer State Department of Education Oct.15,2009
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Long term substitute, Middle School Math, High School Remedial English and Reading, Clinical Supervisor of Physical Education Interns (18 years)

Faculty Member Name	Cody McMurtry
Highest Degree, Field, & University ⁽³⁾	M.A. Health and Wellness Tennessee Technological University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Motor Development, Exercise Physiology, Kinesiology, Theories of Coaching I and II, Sports Psychology
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Named Montclair Who's Who - 2008 Member of SCAHPERD Presented at Southern Sport Management Conference and Association (2009)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Undergraduate degree in teacher education, Physical Education, K-12

Faculty Member Name	Rebecca Dixon
Highest Degree, Field, & University ⁽³⁾	M.S. Physical Education Winthrop University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Sport Management and Physical Education
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member of SCAHPERD NSCA CSCS Certification Certified by American Red Cross to teach CPR and First Aid
Teaching or other professional experience in P-12 schools ⁽⁹⁾	N/A

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Faculty Member Name	Gretchen Haskett
Highest Degree, Field, & University ⁽³⁾	M.A. Health and Physical Education Tennessee Technological University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Activity courses, Skills and Techniques of Individual Sports, Skills and Techniques of Team Sports, Research and Technology in Physical Education, Personal and Community Health
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Served as Judicial Counselor for Conduct Review Board (2008-2010) Served on college Retention Committee Volunteered as a softball coach for local softball league for girls ages 9 - 12
Teaching or other professional experience in P-12 schools ⁽⁹⁾	

Faculty Member Name	Cindy Johnson-Taylor
Highest Degree, Field, & University ⁽³⁾	Ph. D, Educational Leadership, University of South Carolina
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Chair, Department of Education Seminar class (EDU 483) and Foundations of Teaching and Learning (EDU 224), both required for Physical Education majors
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	President, SCACTE (2008-2010) Director and PI—Center of Excellence in Teacher Retention (2010) CERRA Executive Board (2009 - 2012)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	5 years High School English Teacher 5 years High School Assistant Principal Certified English 9-12 and Principal 9-12

Faculty Member Name	Renee Stubbs
Highest Degree, Field, & University ⁽³⁾	M.Ed. Mathematics, Converse College
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Secondary and Middle Level Classroom Environment (EDU 342), Content Literacy in Secondary and Middle Level Classrooms (EDU 455), Technology and Teaching (EDU 382), and senior seminar (EDU 483) - all required of physical education majors.
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Chair, Newberry College Instruction, Information and Library Technology Committee Board Member of SC Association of Supervision and Curriculum Development as the Higher Education Liaison Consultant with the National Dropout Prevention Network, co-developer and author of Making the Most of Instruction curriculum modules for the Nine Schools Project.

Teaching or other professional experience in P-12 schools ⁽⁹⁾	Intel Master Teacher, Learning Focused Solutions trainer 22 years as a secondary mathematics teacher 7 years as a Greenville County Instructional Coach 7 years as Adjunct Instructor teaching Graduate level courses for teacher recertification at Furman University Certifications: Secondary Mathematics, AP Calculus, AP Statistics, Gifted and Talented, Mathematics for the Technologies.
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Faculty Member Name	Carla Cruikshanks
Highest Degree, Field, & University ⁽³⁾	Ed.D. Teacher Leadership, Walden University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Physical Education Courses Intern Supervision
Faculty Rank ⁽⁵⁾	Assistant Professor of Physical Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Completed research on the perceptions of task and ego-oriented children in the physical education classroom Member of NEA
Teaching or other professional experience in P-12 schools ⁽⁹⁾	2 years middle level physical education 5 years elementary physical education 1 year middle level administration Certified K-12 Physical Education and Administration

(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 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards elements. 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 (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)

Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II: Physical Education Content Area (0091) and PRAXIS II: Video Analysis (0093)	National Standardized Examination for State Licensure	Prior to graduation, Testing dates and locations can be found on ETS website www.ets.org
Assessment #2: Content knowledge in physical education (required)	Grade Point Average in the content area	Average of grades in selected required courses	Each semester
Assessment #3: Candidate ability to plan instruction (required)	Lesson Plans	Graded Lesson Plans for selected courses using rubric based scoring guide	Prior to and during student internship
Assessment #4: Internship or clinical experiences (required)	Internship Evaluation	Clinical practice evaluation and rubric	Midterm and Final Evaluation during internship
Assessment #5: Candidate effect on student learning (required)	Unit Work Sample	Unit Work Sample Assignment Template and Rubric	Second setting of internship
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	Curriculum Project	Curriculum assignment with scoring rubric	During PHE 440 - Curriculum and Evaluation
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Skill and Fitness Competency	Skill and Fitness Performance Evaluations	During PHE 207 - Rhythms, Dance, Tumbling and Games and PHE 310 (210) - Personal and Community Health
Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Culminating Portfolio	Portfolio Assignment Template and Rubric	During EDU 483 - Internship Seminar

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

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

(12) 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

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. Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	b	b	e	b	e	e	e	e
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.	b	b	e	b	e	e	e	e
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.	b	b	e	b	e	e	e	e
1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.	b	b	e	e	e	e	e	e
1.5 Analyze and correct critical elements of motor skills and performance concepts.	b	b	e	b	e	e	e	e

2. Standard 2: Skill-Based and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	e	b	e	e	e	e	b	e
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	e	b	e	e	e	e	b	e
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	e	b	e	e	e	e	b	e

*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

3. Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	e	e	b	b	b	e	e	e
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives	e	e	b	b	b	b	e	e

aligned with local, state and /or national standards.								
3.3 Design and implement content that is aligned with lesson objectives.	€	€	€	€	€	€	€	€
3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.	€	€	€	€	€	€	€	€
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	€	€	€	€	€	€	€	€
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	€	€	€	€	€	€	€	€
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	€	€	€	€	€	€	€	€

4. Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	€	€	€	€	€	€	€	€
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	€	€	€	€	€	€	€	€
4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.	€	€	€	€	€	€	€	€
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	€	€	€	€	€	€	€	€
4.5 Use 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 use assessments and reflection to foster student learning and inform decisions about instructions.

	#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 Use 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 that are 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.	e	e	e	b	e	e	e	b
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	e	e	e	b	e	e	e	b
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	e	e	e	b	e	e	e	b
6.4 Communicate in ways that convey respect and sensitivity.	e	e	e	b	e	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. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards and elements. The key assessments should 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 and elements should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards and elements. Data tables should also be aligned with the SPA standards and elements. 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.

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 to be aligned with the elements 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program;
 - b. A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III. Cite SPA standards/elements by number (e.g., 1.1 or 1.2);
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards/elements, indicating the specific SPA standards and elements by number (e.g., 1.1 or 1.2 etc);
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);

- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (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 into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g 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. 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. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IVA complete description of the assessment should be included (format of the exam, content area sub-scores).

Assessment 1

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 Standards 1 and 2. Examples of assessments include comprehensive examinations, portfolios; health-related fitness assessments, assessments of fundamental movement skills; and assessments of performance-competency and game play. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 2

See **Attachments** panel below.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 3. 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. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 3

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/NASPE standards that could be addressed in this assessment include Standards 3 and 4. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 4

See **Attachments** panel below.

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 Standard 5. Examples of assessments include those based on student work samples, (IEP's), case studies, or implemented unit plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 5

See **Attachments** panel below.

6. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, case studies, teacher candidate work sample, IEPs, or other key assessment. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 6

See **Attachments** panel below.

7. Additional assessment that addresses AAHPERD/NASPE standards. Examples of assessments include evaluations of field experiences, teacher candidate work sample, case studies, IEPs, or other appropriate assessments. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 7

See **Attachments** panel below.

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

#1. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

Assessment 8

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 (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)

Content Knowledge:

Data from this report suggests that all candidates in the Physical Education Program possess a solid foundation in content knowledge that directly affects their ability to plan and organize for instruction. Data findings from the PRAXIS II report indicate that candidates do fairly well on the content exam, but not as well on the video movement analysis test. The physical education faculty has made a conscious effort to address this concern and place more emphasis on movement skills, not only in the skills and technique courses, but also in the Movement Education class, the Curriculum and Evaluation class, and the Kinesiology and Biomechanics class. We also have available on campus a PRAXIS Consultant who comes in approximately eight hours a week to assist students with any part of PRAXIS tests. In addition, we realize from data that even though we test the skill level of our teacher education candidates in different classes, we need to assess them multiple times in order to help them achieve and maintain a health enhancing level of fitness throughout the entire program. Therefore; beginning the fall 2010 semester, we will utilize the Fitness Gram testing instrument to assess the fitness level of our students and set a competency level upon the collection of this data.

In 2009-2010, teacher education faculty had in depth discussions about the role of content in the teacher education program. While everyone agreed that the importance of content was given emphasis in the individual classes, the faculty believed strongly that content was missing as a focus of the conceptual framework. In the Spring of 2010, faculty revised the conceptual framework to add Content Knowledge as a Guiding Principle of the Newberry College Conceptual Framework.

The physical education faculty, along with the education faculty, work closely together to help teacher candidates get the most out of their educational experience. In an effort to help candidates improve on their performance, the physical education faculty meets a least once a month to assess the progress of our students and review the content of the physical education courses. The faculty will be meeting in early fall to review the overall program of study for our teacher candidates and make some recommended changes to the core. The physical education faculty and education faculty also meet regularly to evaluate the program and make changes that positively affect the College and the teacher education students through the following meetings:

Department of Education Faculty Meetings held weekly
Physical Education Faculty Meeting held monthly
Teacher Education Advancement Team meetings held monthly
Teacher Education Committee meetings held quarterly
Faculty Council held monthly
Full faculty meeting with two readings held monthly

The department has hired a fulltime physical education faculty member who has public school teaching experience and expertise in motor skills and movement education.

Professional and Pedagogical Knowledge, Skills and Dispositions:

Data for this report document that Physical Education Program candidates consistently demonstrate the ability to plan and implement developmentally appropriate lessons, use effective communication, utilize assessments and reflections to assist student learning, demonstrate positive dispositions, maintain fitness levels, and perform motor skills. Evaluations from the teaching internship performed by the candidates, mentors, and faculty supervisors support these results by rating candidates with very high standards of performance in all areas of teaching and professional performance as identified by the ADEPT and the NASPE standards. Faculty has, however, observed and discussed the area of assessment for teacher candidates and has recommended the addition of a new assessment class. In the fall of 2009, the Teacher Education Committee made a recommendation to Faculty Council to add an Assessment course to the Education major course of study. This was approved in the spring of 2010 and beginning with the fall 2010 semester, EDU 300 – Assessment of Learning will be required of all physical education majors. We recognize that assessment was an area that needed strengthening as per our last SPA review and this course will help in this effort. Candidate data will continue to be monitored in this area. Faculty interpret the results from this data as evidence that Physical Education candidates possess the pedagogical knowledge, skills, and dispositions to meet the standards established by the South Carolina Board of Education Certification for certification as a physical educator. Faculty will continue to ensure that NASPE standards are implemented in all areas of the program in order to maintain candidate performance and look forward to implementing the Fitness gram tests as another instrument to evaluate teacher candidate's level of fitness. Data will continue to be analyzed in Teacher Education Advancement Committee meetings, the Teacher Education Team meeting, and in the Education Department faculty meetings. Through these regularly scheduled meetings, the professors of instruction, mentors, faculty, administrators, and school partners will strive to build consistency and enhance the abilities of all candidates in this area.

One change that has come about as a direct result of reviewing the assessments for this report is in the area of lesson planning. Faculty has been very pleased with the lesson plan template which was developed in 2006-2007 and has been continually revised and improved. The lesson plan rubric also seemed to be serving the program quite well. However, when preparing this report, it became clear quickly that the holistic rubric we have been using only provided an overall score for the candidate on a lesson plan and did not provide for any deeper look at candidate proficiency in the elements of lesson planning. As a result, the rubric has been rewritten to be an analytic rubric with the elements linked to ACEI standards. This new and improved rubric is included in Assessment 3 of this report and is being used for the first time in the Fall of 2010.

Student Learning:

Data for this report document that Physical Education Program candidates demonstrate ability to impact achievement of the students they teach in P-12 classes. Candidates evaluate student learning during all lessons, but specifically in the final Unit Work Sample. The Unit Work Sample is the most effective assessment we have to help candidates analyze their impact on student learning. The Physical Education Program Unit Work Sample was a new requirement for candidates as of spring 2007. The assessment

was introduced to the candidates during the weekly internship meetings and was developed in steps throughout the internship. Candidates were able to review sample projects and complete their own work samples with individual feedback from the seminar facilitator. Mentor teachers and college supervisors provided support and guidance as the candidates develop and implement the Unit Work Samples. Because the process is so intense the faculty agreed to teach the components of the unit work sample in the last methods class (PHE 440 – Curriculum and Evaluation) to help the candidates prepare for the Unit Work Sample during the internship. Faculty, with input from mentors, met and discussed the magnitude of the task of learning how to plan and implement a Unit Work Sample in seven weeks. Therefore, the methods class was designated as the starting point for the learning process. Another problem with the project is the lack of experience that mentors have in this process. The Unit Work Sample will soon be a requirement of all veteran teachers in South Carolina as part of the ADEPT Evaluation System, but until that time the faculty has agreed to provide training for both new college faculty and mentor teachers starting in 2010. The faculty will provide training to ensure inter-rater reliability, fairness, consistency, and avoidance of bias in all internship evaluations. Training sessions will be held starting in the fall of 2010. The faculty will continue to monitor the Unit Work Sample to ensure that all candidates have the ability to positively impact the achievement of the students they teach.

The addition of EDU 300 – Assessment for Learning provides physical education majors with direct instruction on how to analyze their impact on student learning.

Because we are constantly reviewing data for program improvement we have also added some components to the lesson plan which are directly related to P-12 student learning. The lesson plan template contains a link to the South Carolina Curriculum Standards along with a reflection section where candidates are asked to reflect on what went well, what did not go well and what they will do differently next time. This reflection is completed on every lesson a candidate teaches.

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/institutions/resourcesNewPgm.asp?ch=90>

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/institutions/resourcesNewPgm.asp?ch=90>

(Response limited to 24,000 characters.)

Please click "Next"

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