Assessment Plan

Physical Education Program
College of Education
Kean University

Mission:
The Bachelor of Arts in Physical Education is under review for accreditation by the National Association for Sport and Physical Education (NASPE) to educate students to become K-12 Physical Educators. Physical Education teachers are responsible for teaching K-12 students the knowledge, skills and dispositions to be physically active for a lifetime. This is accomplished through the development and implementation of appropriate engaging curriculum aligned with K-12 NASPE Standards and corresponding assessments.

Upon graduation, students receive a Bachelor of Arts degree and qualify to become licensed K-12 Health and Physical Education teachers.

Assessment Process:
Direct alignment of standards and assessments serves to increase the objectivity of assessments, clarify expectations and maintain focus while modeling standards based education for TCs in the program.

As identified in the table, many of the assessments are complimentary in nature. For example the describing or planning component of a particular standard are most effectively evaluated in a written section while and application, correction, and implementation are most effectively evaluated in the field experience. These particular areas have been specifically identified in the alignment tables provided in each assessment as well as the overall alignment table. Throughout the process, these alignment tables served to maintain a focus on the PETE Standards.

The combination of the TWS (Assessment #2) and the Supplemental Field Experience (Assessment #4) were the most authentic assessments to assess competency of knowledge, skills and dispositions for the profession. This senior level TWS portfolio and the accompanying experience are the culmination of the entire program experience. The planning and writing are assessed using the final rendition of the Level III TWS (Assessment #2). This final product is so comprehensive due to the numerous submissions, revisions, and discussions that occur throughout the TWS process. The complete TWS assignment is provided with Assessment #2. The assignment contains specific instructions, examples, and expectations with the NASPE PETE Standards embedded in each process. By the end of the Senior Field Experience, TCs have assumed the role of the cooperating teacher. The senior field experience assignment (handbook) is attached along with Assessment #4. This assignment also contains specific instructions and expectations the NASPE PETE Standards are once again embedded by process. This culmination is the ideal venue for an authentic assessment of PETE Standards competency. Their success is due to the

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gradual transition from observer to teacher and the accompanying instruction, advice, instruction and communication.

Although TCs demonstrate skills and fitness during their senior field experience, we felt it would be most effective to complete these assessments separately. The purpose of these assessments is to model standards based (K-12 and PETE) appropriate practices and identify a specific performance (high school level of proficiency) and fitness (criterion referenced health standards adjusted for age and gender) expectation. It also provides TCs with the time, support, direction and opportunity to further develop skills and fitness on an individual basis. Fitness and skills evaluations must be addressed with a great degree of sensitivity, privacy, respect and individualization. The goal of the assessment results is for TCs to reach an acceptable level for successful demonstration during the field experience.

The direct alignment of NASPE PETE Standards in assignments and assessments provides TCs, course instructors, supervisors, cooperating teachers and external evaluators with a very clear set of expectations. This alignment provides a consistent framework for communication between all parties as well as a clear identification of the TCs level of proficiency upon completion of the program.

<table>
<thead>
<tr>
<th>Standard 1: Scientific and Theoretical Knowledge</th>
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<tbody>
<tr>
<td>Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.</td>
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<tr>
<td>Assessment #</td>
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<tr>
<td>2</td>
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|   | Program Student Learning Outcomes (SLOs) – as aligned with KU SLOs* derived from the Institutional Mission and GE SLOs**. (Data from Direct and Indirect Measures collected each semester in the Capstone Course or a designated, end-of-program course.) Students who graduate with a BA in Physical Education should be able to:

**SLO1**: Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals *(KU 4; GEK 1, 3; GE S 5)*

**Direct Measure**: Praxis Exam Health & Physical Education Content Knowledge (0856)

- prior to admission to the major

**Direct Measure: Level III Teacher Work Sample** (Unit Plan Portfolio)

- Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.

**Indirect Measure:**  

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<table>
<thead>
<tr>
<th>1</th>
<th>Praxis</th>
<th>Describe</th>
<th>1.3</th>
<th>Describe and apply motor development theory and principles related to skillful movement physical activity, and fitness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>TWS</td>
<td>Describe</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Internship</td>
<td>Apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TWS</td>
<td>N/A</td>
<td>1.4</td>
<td>Identify historical, philosophical, and social perspectives of physical education issues and legislation.</td>
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<tr>
<td>1</td>
<td>Praxis</td>
<td>Describe</td>
<td>1.5</td>
<td>Analyze and correct critical elements of motor skills and performance concepts.</td>
</tr>
<tr>
<td>2</td>
<td>TWS</td>
<td>Describe</td>
<td></td>
<td></td>
</tr>
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</table>
SLO2: 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. (KU 4; GES 5)

**Direct #1: Skills Assessment**
- during PED 3610 (junior level elementary curriculum) - if not proficient, then re-take during PED 3611 (senior level elementary curriculum)

**Direct #2: Fitness Assessment**
PED ID 2950 (Technology and the Young Child)
- shows achievement of fitness
PED 4605 (Assessment in Physical Education)
  - shows maintenance of fitness

**Indirect Measure:**

SLO3: Plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students. (KU 1, 2, 4; GEK 2, 4; GES 1, 2, 4, 5; GEV 4)

**Direct Measure #1:** Level III Teacher Work Sample (Unit Plan Portfolio), final produce PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this product.

**Direct Measure #2: Professional Internship** (Supplemental Assessment); PED 4699 Senior Field Experience

**Indirect Measure:**

SLO4: Use effective communication and pedagogical skills and strategies to enhance student engagement and learning. (KU 1, 4; GES 1, 2; GEV 2, 4)

**Direct Measure #1: Level III Teacher Work Sample** (Unit Plan Portfolio)
- Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.

**Direct Measure #2: Professional Internship** (Supplemental Assessment); PED 4699 Senior Field Experience

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Indirect Measure:

*SLO5: Use assessments and reflection to foster student learning and inform decisions about instruction. (KU 2, 4; GES 3, 5)*

**Direct Measure #1: Level III Teacher Work Sample** (Unit Plan Portfolio)
- Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.

**Direct Measure #2:**

Indirect Measure:

*SLO6: Demonstrate dispositions that are essential to becoming effective professionals. (KU 1, 3, 4; GEV 1-5)*

**Direct Measure #1: Level III Teacher Work Sample** (Unit Plan Portfolio)
- Final product PED 4610 coincides with senior field work, however development begins at the sophomore level (PED 2800) and evolves through junior (PED 3610, 3611) culminating in this senior field work assessment.

**Direct Measure #2: Professional Internship** (Supplemental Assessment); PED 4699 Senior Field Experience

Indirect Measure:

* KU Student Outcomes: *Kean University graduates should be able to:*
1. Think critically, creatively and globally
2. Adapt to changing social, economic, and technological environments
3. Serve as active and contributing members of their communities
4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas

**General Education Student Learning Outcomes**

*Student Learning Outcomes – Knowledge:* Students will demonstrate proficiency in knowledge and content by:
  (K1) applying the scientific method to understand natural concepts and processes
  (K2) evaluating major theories and concepts in social sciences
  (K3) relating literature to historical concepts
  (K4) evaluating major theories and concepts in the fine arts

*Student Learning Outcomes – Skills:* Students will demonstrate the skills necessary to
  (S1) write to communicate and clarify learning
  (S2) communicate effectively through speech
  (S3) solve problems using quantitative reasoning
  (S4) think critically about concepts in multiple disciplines
  (S5) demonstrate information literacy

*Student Learning Outcomes – Values:* Students will exhibit a set of values that demonstrates:
  (V1) personal responsibility
  (V2) ethical and social responsibility

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(V3) social and civic responsibility
(V4) respect for diverse cultures and perspectives
(V5) life-long learning

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