K-12 Physical Education Assessment Plan

Background:

Dakota State University (DSU) was established in 1881 as the first teacher education institution in Dakota Territory. Teacher education remained the primary mission of the institution through the 1950s. In response to the changing needs of South Dakota in the 1960s, the university began the expansion of its role to include studies in the liberal arts and business. In the 1970s, the University was assigned the responsibility of developing new associate degree programs and certification programs to provide graduates for the newly developing business sectors in the state. In 1984, the Legislature of the State of South Dakota (South Dakota Codified Laws 13-59-2.2) assigned DSU the role and mission of developing computer and technically oriented programs in information systems, business, medical services, and teacher education at both the undergraduate and graduate levels. The primary mission of DSU, as stated in South Dakota Codified Law 13-59-2.2, “is to provide instruction in ... the preparation of elementary and secondary teachers emphasizing the use of computers and information processing...”

In response to the change in role and mission, the faculty, staff, and students of DSU worked together to design new approaches to education and to include computer technology in the educational process. In the fall of 2004, DSU implemented the Wireless Mobile Computing Initiative. This initiative placed a tablet wireless computing device in the hands of all full-time faculty and students. DSU was the only campus in the state of South Dakota to implement such a project and one of the first in the United States to utilize the tablet computing system.

The mission of teacher education at DSU is to provide exemplary undergraduate programs that prepare teachers to have and apply professional knowledge, skills, and dispositions while using technology to positively impact K-12 learning. Programs are designed to meet current and emerging educational needs of teacher education candidates and are coordinated with other academic departments, the South Dakota Board of Education, and professional and specialty societies. The DSU teacher education program prepares competent, caring teacher candidates for a variety of classrooms, schools and communities. Content and pedagogical knowledge are developed based on theory, research and practice, with ample hands-on opportunities for candidates to integrate both their philosophy and their knowledge in a school setting.

Vision Statement: The vision of the College of Education is to prepare highly qualified educators and be recognized in the state and nation for outstanding programs.

Mission Statement: The mission of the College of Education is to guide undergraduate and graduate students through the process of acquiring and applying professional knowledge, skills, and dispositions with emphasis on integrating technology to positively impact K-12 learning.

The physical education program is a K-12 certification program. Candidates receive hands-on teaching experiences at two of the three levels (elementary, middle or high school). All physical education majors graduating from DSU have completed the course work for the K-12 Educational Technology Endorsement that leads to certification in South Dakota.

The physical education program at DSU is aligned to the Society of Health and Physical Educators, dba SHAPE America (formerly the American Alliance for Health, Physical Education, Recreation, and Dance) and the National Association for Sport and Physical Education (NASPE) standards:

- Standard 1: Scientific and Theoretical Knowledge
- Standard 2: Skill and Fitness Based Competence
- Standard 3: Pedagogical Content: Plan and Implement
- Standard 4: Pedagogical Skill: Instructional Delivery and Management
- Standard 5: Impact on Student Learning
- Standard 6: Professionalism
Goal #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.

**Outcome:** Candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals reflected in the elements listed below.

**The elements**
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Assessment Criteria:**
- **Praxis II Physical Education Content Knowledge Exam Sub-scores:** 95% pass rate for first-time testers
- **Course grades:** 90% of candidates will complete the following courses with a grade of “C” or better: BIOL 323 Human Anatomy & Physiology with lab, EPSY 302 Educational Psychology, PE 180 Foundations of HPER, PE 181 Fundamentals of Elementary Physical Education, PE 341 Curriculum Development & Evaluation, PE 350 Exercise Physiology, PE 353 Kinesiology and PE 452 Motor Learning & Development

Goal #2 Skill and Fitness Based Competence: Candidates should possess the knowledge and skills necessary to demonstrate competent movement performance.

**Outcome:** Candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance as delineated in the NASPE K – 12 standards.

**Assessment Criteria:**
- **Course grades:** 90% of candidates will complete the following courses with a grade of “C” or better PE 201 Professional Preparation: Gymnastics, PE 204 Professional Preparation: Rhythm & Dance, and PE 363 Skills Concepts
- **Student Teacher Assessment Form:** 90% of candidates will receive ratings of proficient or distinguished in the Knowledge category

Goal #3 Pedagogical Content: Plan and Implement: Candidates will understand that instruction must be adapted for all learners.

**Outcome:** Candidates plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state, and national standards to develop physically educated individuals.

**Assessment Criteria:**
- **Course grades:** 90% of candidates will complete the following courses with a grade of “C” or better in SPED 100 Introduction to Persons with Exceptionalities and PE 352 Adapted Physical Education
- **Praxis PLT: Principles of Learning & Teaching (PLT) Pedagogy Exam:** 95% pass rate for first-time testers

Goal #4 Pedagogical Skill: Instructional Delivery and Management: Candidates will understand effective communication and pedagogical skills to enhance student learning and performance.

**Outcome:** Candidates use effective communication and pedagogical skills and strategies to enhance student engagement, learning and performance.

**Assessment Criteria:**
- **Student Teacher Assessment Form:** 90% of candidates will receive ratings of proficient or distinguished in the Planning & Preparation, Instruction & Assessment, Managing the Environment, and Technology categories
b. Graduate Survey: graduates will rate themselves 3 or above in Planning & Preparation, Instruction & Assessment, Managing the Environment, and Technology categories

c. Employer Survey: employers will rate graduates 3 or above in Planning & Preparation, Instruction & Assessment, Managing the Environment, and Technology categories

Goal #5 Impact on Student Learning: Candidates will understand formal and informal assessment strategies.

Outcome: Candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Assessment Criteria:

a. Student Teaching Evaluation Form: 90% of candidates will receive ratings of proficient or distinguished in the category of Instruction and Assessment

b. Teaching Work Sample Scoring Rubric Summary Score: 95% of candidates will receive a minimum score of 2

c. Graduate Survey: 100% of graduates will rate themselves with a 3 or above in the Instruction and Assessment category

d. Employer Survey: 100% of employers will rate graduates with a 3 or above in the Instruction and Assessment category

Goal #6 Professionalism: Candidates will understand the practices and behaviors of a developing career teacher.

Outcome: Candidates demonstrate dispositions essential to becoming effective professionals.

Assessment Criteria:

a. Student Teaching Evaluation Form: 90% of candidates will receive ratings of proficient or distinguished in the category of Professionalism

b. Graduate Survey: 100% of graduates will rate themselves with a 3 or above in the category of Professionalism

c. Employer Survey: 100% of employers will rate graduates with a 3 or above in the category of Professionalism

Figure 1: Number of students who have declared physical education as their major

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<th>FALL 2009 MAJORS</th>
<th>FALL 2010 MAJORS</th>
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<th>FALL 2013 MAJORS</th>
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