

**Program Report for the  
Preparation of Physical Education Teachers**

**Education Standards and Practices Board**

**C O V E R   S H E E T**

**Institution:** University of North Dakota

**State:** North Dakota

**Date Submitted:** January, 2008

**Name of Preparer** Tom Steen, Professor, Physical Education, Exercise Science & Wellness  
& Cara Demaine, Instructor, Physical Education, Exercise Science & Wellness

**Phone #** 701-777-4324      **Email** thomas.steen@und.nodak.edu

**Program documented in this report:**

**Name of Institution's program:** Physical Education Teacher Education

**Grade levels for which candidates are being prepared:** K-12

**Degree or award level:** B.S. in Physical Education

**Is this program offered at more than one site?**      ☐ **Yes**      ☒ **No**

If yes, list sites at which the program is offered: \_\_\_\_\_

**Title of the state license for which candidates are prepared**  
Physical Education K-12

**Program report status:**

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

**State licensure requirement for national recognition:**

ESPB 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. Does your institution require such a test? Test information and data must be reported in Section II

☐ **Yes**      ☒ **No**

## REPORT

**I. Contextual Information** – Provides the opportunity for institutions to present general information to help reviewers understand the program.

### 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. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

<b>Program:</b> Physical Education Teacher Education*		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
7/1/2004 -6/30/2005	17	5
7/1/2005 – 6/30/2006	21	6
7/1/2006 – 6/30/2007	22	6

\* Please note: Prospective candidates who are not yet admitted to teacher education have been identified and also included in this report (# of candidates = 14).

## 08025 PHYSICAL EDUCATION

### I. Contextual Information & Program Response To ESPB Standards

#### **Program: Physical Education**

##### **Descriptive Information About the Program**

The University of North Dakota has offered teacher education for physical education since 1911. The current program traces its development to 1986-87 when the Department (then Health, Physical Education, & Recreation) conducted a major curriculum review project. The review, which took a year to complete, was conducted by department faculty along with local teachers, faculty in Teaching & Learning, outside consultants from Virginia Tech and Ohio State Universities, and included visits to examine nationally recognized programs at the Universities of South Carolina and Massachusetts. The project resulted in changing to K-12 certification, additional faculty, several program changes, and new/revised courses.

Since that time, although the department's faculty has changed personnel and although the college's leadership for teacher education has also changed, the program for physical education-teacher education (PETE) has changed only slightly. Most of the program's curriculum and its primary objectives remain in place today. One of the more significant program changes from 86-87 project-- a sequence of three "teaching methods" courses-- continues today as the curricular crux of the program. Each of these courses, which are designed so students are required to take them in order, includes classroom work in teaching effectiveness, physical education curriculum, and assessment strategies. Each course is also accompanied by a laboratory in which students are assigned several different teaching field experiences. These "practice" teaching assignments are supervised by faculty members and by local teachers. Also, the field experiences are designed as a progression so that the UND students start working with less complex teaching problems, and then, as they progress through the sequence, they move on to more difficult and realistic teaching situations. In each course and for every field experience, UND students are required to conduct a detailed, in-depth self-analysis of their teaching based on information that they collect from tape recordings using a variety of systematic observation instruments. Much of the data used to assess student learning in this report come from those courses.

While the PETE program itself has been intact since the last review (2001), the Department itself has experienced some significant changes. These include a name change: now Physical Education, Exercise Science and Wellness (PXW), changes in faculty, and some curricular modifications in other parts of the undergraduate major. The name change reflects the department's efforts to connect more with new campus work in promoting health and wellness. Faculty changes include two retirements (halftime, phased) and the addition of a new department chair (D. Caine) who brings in new expertise in the area of growth and development, as well as in elementary school physical education. Curricular modifications deal mainly with an updating and revision of the core courses that all majors take regardless of the track they select. Another curricular change was the addition of a new track in Exercise Science.

These changes have affected the PETE track tangentially, but have not yet had a major impact on the actual work and learning experienced by the students who choose to target their studies toward physical education teaching. However, two other factors have affected students

in the program more directly: the University's recent efforts to upgrade the assessment of student learning, and the program's greater use of part-time instructors. Because of faculty shifts, PXW now makes greater use of graduate students and local educators in the PETE courses.

Fortunately we've been able to use extraordinarily capable people in these roles: some of our very best graduate students, a retired principal, and a handful of teachers who are recognized around the state for their work (e.g., ND Teachers of the Year, regional convention presenters). Unfortunately the department has been, as yet, unsuccessful in winning approval to hire a second full-time faculty member in the area of teacher education/sport pedagogy—a major departmental goal throughout this period—but the quality of the part-time staff has made a great contribution in the meantime. As readers know, this situation is an example of the classic “two edged sword” in higher education: increased use of capable part-time staff reduces the felt need driving requests for more full-time faculty and can, in some cases, weaken the arguments in favor of the department's request to hire. Still, PXW has been very fortunate to be able to hire and use an unusually high standard of instruction and supervision in support of the PETE students' learning during this period.

The other significant factor during this period—a campus shift to greater use of direct assessment methods to check student learning—has been driven by both internal and external forces. Externally, across the country, accreditation bodies are asking universities and colleges to re-examine how they look at the effectiveness of their course and program offerings. At UND, the Higher Learning Commission asked the campus to make more use of direct assessment in all its programs, and now, NCATE—for this review—is asking for the same thing as we assess the work of our students in teacher education. Internally, UND has recently required all departments to develop new assessment plans, featuring more direct assessment of student learning, and then use the resulting data to make decisions about program improvement. This is a very recent effort—most departments in our college have collected these kinds of data for the first time during the last academic year—but it is one that is now underway campus-wide. The effects of this are two-fold: 1) the assessment process changes are new and still being worked out and, therefore, not yet as refined as they will be in the years ahead. Yet, at the same time, 2) the faculty is now engaged, together, in looking at what students are learning, not simply at what courses and degrees are being completed, and this is a very good change. The next review period will tell whether or not the benefits of this shift in assessment will outweigh the costs of making this change. .

Overall, although the PETE program has experienced some important changes during this period, the key elements have remained stable. The program's enrollment, quality of students, much of the curriculum, and faculty leadership has continued in the past 7 years much as it had in the previous 7. We think the results in the sections to follow—in each of the program standards—will bear this out.

### **08025.1 Content Knowledge**

The program requires the study of physical education content and disciplinary concepts related to the development of a physically educated person. To meet this standard, institutions will require a study of the biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and bio-mechanical analysis. This standard also requires the study of first aid, nutrition, and injury prevention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

***Table 1.1 – Information Table***

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Description</b>	<b>Accompanying Activities or Experiences/Assessments</b>
<a href="#"><u>NUTR 240</u></a>	Fundamentals of Nutrition	3	Basic principles of nutrition with application for individuals and family groups.	Course Grades
<a href="#"><u>PXW 276 &amp; 276L</u></a>	Motor Learning & Lab	3	Consideration of various factors which may affect learning and performance in human movement activities.	Course Grade (See electronic attachments: Course syllabus)
<a href="#"><u>PXW 310</u></a>	First Aid & CPR	2	Recommended basic First Aid and CPR practices for the care of persons who have been injured or suddenly become ill.	The American National Red Cross (First Aid - Responding to Emergencies) written examination and practical examinations (Available as hard copy: Written exam and grading rubric for practical exam)
<a href="#"><u>PXW 326</u></a>	Fundamentals of Physical Conditioning	3	A study of the basic knowledge, principles, and methods of physical conditioning for health and fitness benefits, and for athletic performance improvement.	Conditioning Program Analysis Paper (See electronic attachments: Assignment sheet can be found under course syllabus)
<a href="#"><u>PXW 332 &amp; 332L</u></a>	Biomechanics & Lab	4	The study of human movement with special emphasis on those movements related to sport and physical activity.	Course Grade (See electronic attachments: Course syllabus)
<a href="#"><u>PXW 355</u></a>	Applied Motor Development	3	Changes in motor performance which occur with age, physical and mental development as they relate to these changes.	Course Grade (See electronic attachments: Course syllabus)
<a href="#"><u>PXW 402 &amp; 402L</u></a>	Exercise Physiology & Lab	4	The acute and chronic effect of the type, intensity and duration of exercise on physiological function.	Course Grade (See electronic attachments: Course syllabus)
<a href="#"><u>PXW 499</u></a>	Special Topics: Human Movement Physiology	4	A study of the normal function of the human body with particular consideration given to the necessary background for students pursuing a course of study in exercise science and lifetime wellness.	Course Grade (See electronic attachments: Course syllabus)

## Assessments

See “Accompanying Activities or Experiences” in table 1.1 above for description of measures/assessments used in each course.

## Results

**Table 1.2 – Results Table (Assessment Scores)**

	F	D	C	B	A
Course #: NUTR 240 Title: Fundamentals of Nutrition (Fall 04, Spring 05, Fall 05, Spring 06, Fall 06 and Spring 07) N = 22 Assessment Task: Course Grade	0 0%	1 5%	13 59%	6 27%	2 9%
Course #: PXW 276 & 276 L Title: Motor Learning (Spring 05, Spring 06 and Spring 07) N = 24 Assessment Task: Course Grade	0 0%	0 0%	4 16%	10 42%	10 42%
Course #: PXW 310 Title: First Aid (Fall 06 and Spring 07) N = 5 Assessment Task: The American National Red Cross Written Exam	0 0%	0 0%	0 0%	2 40%	3 60%
Course #: PXW 310 Title: First Aid (Fall 06 and Spring 07) N = 5 Assessment Task: The American National Red Cross Practical Exam	1 20%	0 0%	0 0%	2 40%	2 40%
Course #: PXW 326 Title: Fundamentals of Physical Conditioning (Fall 04, Spring 05, Fall 05, Spring 06, Fall 06 and Spring 07) N = 26 Assessment Task: Conditioning Program Analysis Paper	0 0%	0 0%	2 8%	2 8%	22 84%
Course #: PXW 332 & 332L Title: Biomechanics (Fall 04, Fall 05, and Fall 06) N = 22 Assessment Task: Course Grade	0 0%	0 0%	0 0%	9 41%	13 59%
Course #: PXW 355 Title: Applied Motor Development (Fall 04, Fall 05 and Fall 06) N = 24 Assessment Task: Course Grade	0 0%	0 0%	1 4%	8 33%	15 63%
Course #: PXW 402 & 402L Title: Exercise Physiology (Summer 2007) N = 12 Assessment Task: Course Grade	0 0%	0 0%	0 0%	6 50 %	6 50 %
Course #: PXW 499 Title: Special Topics: Human Movement Physiology (Spring 2007 and Summer 2007) N = 27 Assessment Task: Course Grade	0 0%	0 0%	14 52 %	6 22 %	7 26 %

The assessment data above (table 1.2) shows that 99% of candidates ( $n = 166$ ) have met or exceeded this standard (letter grade C or above) during this review period. Of those, 48% ( $n = 80$ ) have done outstanding work (letter grade A). Only 1 student (0.60%) was below the standard (lower than letter grade of C).

#### Student Work Samples

Please see hard copy attachments for student work samples.

## 08025.2 Growth and Development

The program requires the study of how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development. This standard addresses human growth and sexual development. It also focuses on the application of growth and development concepts to create learning experiences such as the development of fundamental motor skills, individual/dual and team sports, movement, dance, aquatics, outdoor pursuits, and health-related fitness. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 2.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 224 - 237</a>	Movement Performance and Analysis	1 credit each 9 total	Development of performance, performance analysis and knowledge as they apply to aquatics, dance, fitness, individual sports, team sports, and outdoor pursuits. Professional preparation courses for PXW majors.  The 9 Units of PXW 224-237 courses must be distributed as follows: At least 1 course in each of these topics: aquatics, dance, outdoor pursuits, individual sports, and team sports.	Course Grades
<a href="#">T&amp;L 252</a>	Child Development	3	Study of growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment.	Course Grades
<a href="#">PXW 276 &amp; 276L</a>	Motor Learning & Lab	3	Consideration of various factors which may affect learning and performance in human movement activities.	Course Grade (See electronic attachments: Course syllabus)
<a href="#">PXW 355</a>	Applied Motor Development	3	Changes in motor performance which occur with age, physical and mental development as they relate to these changes.	Course Grade (See electronic attachments: Course syllabus)
<a href="#">PXW 401</a>	Sport Sociology	3	The critical exploration of the function of sports in American culture, in an interdisciplinary fashion, with a focus on the contemporary scene.	Course Grade (See electronic attachments for Fall 04 and Fall 05 course and hard copy attachments for Fall 06 course: Course syllabi)
<a href="#">PXW</a>	Exercise	4	The acute and chronic effect of the type,	Course Grade

<a href="#">402 &amp; 402L</a>	Physiology & Lab		intensity and duration of exercise on physiological function.	(See electronic attachments: Course syllabus)
<a href="#">PXW 440</a>	Sport Psychology	3	Examination of psychological constructs influencing the competitive sport process and physical activity.	Course Grade (See electronic attachments for Spring 05 and Spring 06 course and hard copy attachments for Spring 07 course: Course syllabi)

### Assessments

See “Accompanying Activities or Experiences” in table 2.1 above for description of measures/assessments used in each course.

### Results

**Table 2.2 – Results Table (Assessment Scores)**

	F	D	C	B	A
Course #: PXW 223 - 237 Title: Movement Performance and Analysis (Fall 04 - Summer 07) N = 187 (number of grades recorded from these courses over the past 3 academic years) Assessment Task: Course Grade	0 0%	0 0%	2 1%	2 1%	183 98%
Course #: T&L 252 Title: Child Development (Fall 04-Spring 07) N = 133 (Data available represents all students who take this course and is not disaggregated for PWX majors) Assessment Task: Course Grade	12 9%	3 2%	26 20%	45 34%	47 35%
Course #: PXW 276 & 276 L Title: Motor Learning (Spring 05, Spring 06 and Spring 07) N = 24 Assessment Task: Course Grade	0 0%	0 0%	4 16%	10 42%	10 42%
Course #: PXW 355 Title: Applied Motor Development (Fall 04, Fall 05 & Fall 06) N = 24 Assessment Task: Course Grade	0 0%	0 0%	1 4%	8 33%	15 63%
Course #: PXW 401 Title: Sport Sociology (Fall 04 and Fall 05) Instructor: Dr. Sandra Short N = 10 Assessment Task: Final Grade Scores	0 0%	0 0%	1 10%	1 10%	8 80%
Course #: PXW 401 Title: Sport Sociology (Fall 06) Instructor: Justin Stordahl N = 4 Assessment Task: Final Grade Scores	0 0%	0 0%	0 0%	0 0%	4 100%
Course #: PXW 402 & 402L Title: Exercise Physiology (Summer 2007) N = 12 Assessment Task: Course Grade	0 0%	0 0%	0 0%	6 50 %	6 50 %



Course #: PXW 440 Title: Sport Psychology (Spring 05 and Spring 06) N = 16 Instructor: Dr. Sandra Short Assessment Task: Final Grade Scores	0 0%	0 0%	0 0%	3 19%	13 81%
Course #: PXW 440 Title: Sport Psychology (Spring 07) N = 2 Instructor: Justin Stordahl Assessment Task: Final Grade Scores	0 0%	0 0%	0 0%	0 0%	2 100%

With the exception of T&L 252, the assessment data above (table 2.2) show that 100% of candidates ( $n = 92$ ) have met or exceeded this standard (letter grade C or above) during this review period. Of those, 63% ( $n = 58$ ) have done outstanding work (letter grade A). No students were below the standard (lower than letter grade of C). The data for PXW 223-237 courses was not included in this summary, as data for those courses was summarized in the table above. The results of T&L 252: Child Development indicates that 89% of students meet or exceed this standard (letter grade C or above). All college students may take this course and the population includes education and non-education majors.

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.3 Diverse Learners

The program requires the study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires study of state and federal laws dealing with the education of students with special needs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 3.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 355</a>	Applied Motor Development	3	Changes in motor performance which occur with age, physical and mental development as they relate to these changes.	Course Grade (See electronic attachments: Course syllabus)

<a href="#">T&amp;L 433</a>	Multicultural Education	3	This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota.	Critical Task: Multicultural Teaching. See Table 3.2 below
<a href="#">PXW 404Syllabi\Major\PXW 323.doc</a>	Adapted Activities Programming	2	Etiology of specific handicaps and adaptations of various activities which the individual may participate in at various grade levels. Theory and practical work will be emphasized.	Course Grade (See electronic attachments: Course syllabus)

### Assessments

See “Accompanying Activities or Experiences” in table 3.1 above for description of measures/assessments used in each course.

### Results

#### a. Course Grades

	F	D	C	B	A
Course #: PXW 355 Title: Applied Motor Development (Fall 04, Fall 05 and Fall 06) N = 24 Assessment Task: Course Grade	0 0%	0 0%	1 4%	8 33%	15 63%
Course #: PXW 404 Title: Adapted Activities Programming (Spring 2007) N = 10 Assessment Task: Course Grade	0 0%	0 0%	0 0%	5 50%	5 50%

#### b. Critical Task: Multicultural Teaching

**Table 3.2 – Results Table (Assessment Scores)**

### Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%

1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

The assessment data above (table 3.2) show that 100% of candidates ( $n = 34$ ) have met or exceeded this standard (letter grade C or above) during this review period. Of those, 59% ( $n = 20$ ) have done outstanding work (letter grade A). No students were below the standard (lower than letter grade of C).

In the T&L multicultural teaching experience, most students either met expectations or exceeded them, but a few did not meet the expectations in the standard. We need to look at these results, determine if there any systematic problem underlying the 13-15% result, and then decide whether or not the course or the teaching in the course should be modified.

#### Student Work Samples

- a. Please see hard copy attachments for student work samples.
- b. PDF Samples of Multicultural Teaching

[MCTeaching1DoesNotMeetCriteria](#) [MCTeaching3MeetsCriteria](#) [MCTeaching2ExceedsCriteria](#)

#### 08025.4 Management and Motivation

The program requires the study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of physical activity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 4.1 – Information Table**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Description</b>	<b>Accompanying Activities or Experiences/Assessments</b>
<a href="#"><u>PXW 323</u></a>	Intro to Teaching in Physical Education & Sports Settings	3	Strategy for classroom management, planning, instruction, and assessment of teacher and student behavior. Special emphasis on systematic development of a variety of teaching skills through practice and feedback in individual and small group situations.	Microteaching evaluations (5-6) (See electronic attachments: Assignment overview sheet and scoring rubric)
PXW 323L	Intro to Teaching in Physical Education & Sports Settings LAB	1	Supervised experiences in laboratory and field settings for the purpose of developing teaching skills for physical education and sport settings.	
<a href="#"><u>PXW 400</u></a>	Methods & Materials for Teaching Secondary Physical Education	3	Instructional skills and curriculum analysis for secondary school physical education.	Lesson teaching evaluations (See electronic attachments: Evaluations)
PXW 400L	Methods & Materials for Teaching Secondary Physical Education LAB	1	Supervised experiences in the secondary school for the purpose of developing teaching skills for physical education and sport settings.	
<a href="#"><u>PXW 406</u></a>	Strategies for Teaching Physical Education Elementary	3	The development of skills and knowledge related to teaching physical education to young children.	Unit teaching evaluations (See electronic attachments: Evaluations)
PXW 406L	Strategies for Teaching Physical Education Elementary LAB	1	Supervised experiences in the elementary school for the purpose of developing teaching skills for physical education and sport settings.	

#### Assessments

See “Accompanying Activities or Experiences” in table 4.1 above for description of measures/assessments used in each course.

#### Results

**Table 4.2 – Results Table (Assessment Scores)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 323/3323L Title: Intro to Teaching in Physical Education & Sports Settings (Fall 02 – Fall 06) N = 41 Assessment Task: Microteaching evaluations	0 0%	4 10 %	27 66%	10 24%
Course #: 400/400L Title: Methods & Materials for Teaching Secondary Physical Education (Fall 03- Fall 06) N = 31 Assessment Task: Unit teaching evaluations	0 0%	6 19%	15 48%	9 29%
Course #: 406/406L Title: Strategies for Teaching Physical Education Elementary (Spring 03 – Spring 06) N = 40 Assessment Task: Lesson teaching evaluations	0 0%	7 18%	19 48%	15 38%

The assessment data above (table 4.2) show that most ( $n = 95$ ; 85%) of the candidates have met or exceeded this standard (performance levels of Good and Exceptional) during this review period. Slightly less than 20% of the students ( $n = 17$ ) were in the Borderline level, showing that management and motivation is a challenging area for some students and suggesting that we need to look at ways to improve learning in this area, especially in the later courses where students are moving closer to student teaching.

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.5. Communication

The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

### *Table 5.1 – Information Table*

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
PXW 323L	Intro to Teaching in Physical Education & Sports Settings LAB	1	Supervised experiences in laboratory and field settings for the purpose of developing teaching skills for physical education and sport settings.	Supervised microteaching lessons (See electronic attachments: Assignment overview sheet and scoring rubric)
PXW 400L	Methods & Materials for Teaching Secondary Physical Education LAB	1	Supervised experiences in the secondary school for the purpose of developing teaching skills for physical education and sport settings.	Supervised teaching lessons (See electronic attachments: Sample unit assignment sheet and unit teaching evaluation "score card")
PXW 406L	Strategies for Teaching Physical Education Elementary LAB	1	Supervised experiences in the elementary school for the purpose of developing teaching skills for physical education and sport settings.	Supervised middle & high school teaching units (See electronic attachments: Unit assignment and teaching evaluation "score card")

#### Assessments

See “Accompanying Activities or Experiences” in table 5.1 above for description of measures/assessments used in each course.

#### Results

**Table 5.2 – Results Table (Assessment Scores)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 332L Title: Intro to Teaching in Physical Education & Sports Settings LAB (Fall 02 – Fall 06) N = 41 Assessment Task: microteaching evaluations (1-10 pt rubric)	0 0%	3 7%	20 49 %	18 44%
Course #: 400L Title: Methods & Materials for Teaching Secondary Physical Education LAB (Fall 03-Fall 06) N = 30 Assessment Task: unit teaching evaluations (1-10 pt. rubric)	0 0%	0 0%	19 63 %	11 37%

Course #: 406L Title: Strategies for Teaching Physical Education Elementary LAB (Spring 03 – Spring 06) N = 40 Assessment Task: lesson teaching evaluations (1-10 pt. rubric)	0 0%	1 3%	28 70 %	11 27%
--	---------	---------	------------	-----------

The assessment data in Table 5.2 show that most students ( $n = 107$ ; 96%) meet or exceed the communication standard in 4 different courses—only a few students rated in “Borderline” and none in “Not Met.” Also, the trend over the three methods courses shows fewer communication problems as students proceed through the sequence of practice teaching experiences.

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.6 Planning and Instruction

The program requires the study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 6.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 205</a>	Physical Education for the Elementary Grades	3	A study of contemporary programs in elementary physical education. Emphasis on appropriate movement experiences for children.	Course Grade (See electronic attachments: Course syllabi)  <b>Data in table 6.2</b>
PXW 323L	Intro to Teaching in Physical Education & Sports Settings LAB	1	Supervised experiences in laboratory and field settings for the purpose of developing teaching skills for physical education and sport settings.	Microteaching lesson plans (See electronic attachments: Lesson plan template and lesson plan rubric)  <b>Data in table 6.3</b>
<a href="#">T&amp;L 345</a>	Curriculum Development	3	A general curriculum development and instruction course designed for the	Course Grade

	& Instruction		undergraduate pre-service secondary teacher across all disciplines. It introduces and provides practice in planning, multiple instructional strategies, and methods of formal and informal assessment. It considers the impact of historical foundations, teaching philosophy, discipline standards, knowledge of diverse learners and special needs, and technology on curriculum development.	<b>Data in table 6.2</b>
<a href="#">PXW 400</a>	Methods & Materials for Teaching Secondary Physical Ed.	3	Instructional skills and curriculum analysis for secondary school physical education.	Unit plans developed by students (See electronic attachments: Unit plans)  <b>Data in table 6.3</b>
<a href="#">PXW 406</a>	Strategies for Teaching Physical Education Elementary	3	The development of skills and knowledge related to teaching physical education to young children.	Lesson plans developed by students (See electronic attachments: Lesson plans)  <b>Data in table 6.3</b>
PXW 487	Student Teaching Evaluations Fall 06-Spring 07	8 Elementary 8 Secondary		Lesson & unit plans developed by student teacher and assessed by supervisor & cooperating teacher (See hard copy attachments: Sample lesson and unit plans)  <b>Data in table 6.4</b>

#### Assessments

See “Accompanying Activities or Experiences” in table 6.1 above for description of measures/assessments used in each course.

#### Results

**Table 6.2 – Results Table (Assessment Scores)**

Years 2005 - 2006	F	D	C	B	A
Course #: PXW 205 Title: Physical Education for the Elementary Grades N = 25 Assessment Task: Course Grade	0 0%	0 0%	0 0%	3 12%	22 88%
Course #: T&L 345 Title: Curriculum Development & Instruction N = 63 Assessment Task:	0 0%	0 0%	3 4%	23 37%	37 59%



The assessment data above (table 6.2) for PXW 205 show that 100% of candidates ( $n = 25$ ) have met or exceeded this standard (letter grade C or above) during this review period. Of those, 88% ( $n = 22$ ) have done outstanding work (letter grade A). No students in this course were below the standard (lower than letter grade of C). The assessment data from the T&L course support the results in the PXW course, although the overall success of the students is less strong. We may want to follow up on our students' work in later teaching experiences (e.g., PXW 400, student teaching) to examine the quality of planning work at the end of the program.

**Table 6.3 – Results Table (Assessment Results)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 323L Title: Intro to Teaching in Physical Education & Sports Settings LAB (Fall 02 – Fall 06) $N = 41$ Assessment Task: Evaluations of microteaching lesson plans	0 0%	10 24%	26 64%	5 12
Course #: 400 Title: Methods & Materials for Teaching Secondary Physical Education (Fall 03-Fall 06) $N = 30$ Assessment Task: Evaluations of unit plans	0 0%	2 7%	23 77%	5 16%
Course #: 406 Title: Strategies for Teaching Physical Education Elementary (Spring 03 – Spring 06) $N = 40$ Assessment Task: Evaluations of lesson plans	0 0%	4 10%	26 65%	10 25%
Course #: T&L 487 Title: Student Teaching (Spring 04 – Spring 06) $N = 22$ Assessment Task: Assessments of lesson and unit plans	0 0%	0 0%	15 68%	7 32%

The assessment data above (table 6.3) show that the vast majority ( $n = 124$ ; 93%) of the candidates have met or exceeded this standard (performance levels of Good and Exceptional) during this review period. Only 12% of the students ( $n = 16$ ) were in the Borderline level, showing that the bulk of students do well with planning and that there is a positive trend especially in the methods courses.

**Table 6.4 Student Teaching Evaluations: Fall 2006-Spring 2007**

	Mid Term N=8				Final N=8			
PWX Student Teaching Evaluations	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
3. Recognizes individual differences and gives opportunities for diverse learners to learn:	0%	25%	50%	25%	0%	63%	37%	0%
4. Employs diverse teaching strategies:	0%	50%	25%	25%	0%	63%	37%	0%
7. Guides student behavior effectively and appropriately:	0%	25%	50%	25%	0%	50%	50%	0%
10. Plans and designs creative, organized, effective, and appropriate lessons and units:	0%	25%	50%	25%	0%	12%	88%	0%
11. Uses appropriate informal and/or formal assessment method to evaluate:	0%	50%	50%	0%	0%	25%	63%	12%

As indicated in Table 6.4, 75-100% of candidates met the standard for planning and delivery of instruction at the developing or proficient level. No candidate was determined to be deficient.

#### Student Work Sample

Please see hard copy attachments for student work samples.

#### **08025.7. Learner Assessment**

The program requires the study of assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various

assessments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 7.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 400</a>	Methods & Materials for Teaching Secondary Physical Education	1	Teaching methods for secondary school physical education.	Unit plan with an assessment package (See electronic attachments: Unit plan assignment )
<a href="#">PXW 406</a>	Strategies for Teaching Elementary Physical Education	1	Teaching methods elementary school physical education.	1) Assessment tools project 2) Use of assessment in 3 teaching experiences as evidenced in post-lesson reports (See electronic attachments: Project handout, teaching assignment, and scoring rubric)
PXW 491	Senior Teaching Seminar	1	A critical analysis of problems, professional obligations and careers in teaching physical education.	Discussion & use of assessments for unit & lesson plans as taught (No attachment)

#### Assessments

See “Accompanying Activities or Experiences” in table 7.1 above for description of measures/assessments used in each course.

#### Results

**Table 7.2 – Results Table (Assessment Scores)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 400 Title: Methods & Materials for Teaching Secondary Physical Education (Fall 03-Fall 06) N = 31 Assessment Task: Two unit reports in which candidates must assess all students and award grades: Letter grades (A = exceptional; B = good; C = borderline; D/F = not met)	0 0%	15 48%	15 48%	1 4%

Course #: 406 Title: Strategies for Teaching Elementary Physical Education (Spring 03 – Spring 06) N = 40 Assessment Task: Group project on assessment and grading ( U/S evaluation)	0 0%	0 0%	40 100%	0 0%
Course #: 491 Title: Senior Teaching Seminar (Spring 04 – Spring 06) N = 22 Assessment Task: Discussion of assessment and grading work in Student Teaching experiences ( U/S evaluation)	0 0%	0 0%	22 100%	0 0%

The data here in Table 7.2 show that a considerable number of candidates ( $n = 15$ ; 16%) struggle with assessment and grading, particularly when asked to apply their knowledge to the actual practice of assessing full classes (in PXW 400L, where they teach mini-units to middle and high school classes). Although the majority of candidates are successful at meeting the standard—and all do fine when discussing assessment issues (see the seminar results)—results point toward more work in this area.

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.8. Reflection.

The program requires the study of reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 8.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 323</a>	Intro to Teaching in Physical Education & Sports Settings	3	Strategy for classroom management, planning, instruction, and assessment of teacher and student behavior. Special emphasis on systematic development of a variety of teaching skills through practice and feedback in individual and small group situations.	Series (average of 5 reports) of Post-Lesson reports on lab teaching experiences (See electronic attachments: Sample post-lesson report questions and scoring rubric)

<a href="#">PXW 400</a>	Methods & Materials for Teaching Secondary Physical Education	3	Instructional skills and curriculum analysis for secondary school physical education.	Post-Unit Reports on lab teaching experiences in local middle and high schools (avg. of 2 reports) (See electronic attachments: Post-unit report assignment and scoring rubric)
<a href="#">PXW 406</a>	Strategies for Teaching Physical Education Elementary	3	The development of skills and knowledge related to teaching physical education to young children.	Series (6 reports) of Post-Lesson reports on lab teaching experiences in a local elementary school (See electronic attachments: Post-lesson report assignment and scoring rubric)
PXW 491	Senior Teaching Seminar	1	A critical analysis of problems, professional obligations and careers in teaching physical education.	Discussions of teaching with peers & instructor during student teaching (No attachment)

### Assessments

See “Accompanying Activities or Experiences” in table 8.1 above for description of measures/assessments used in each course.

### Results

**Table 8.2 – Results Table (Assessment Scores)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 323 Title: Intro to Teaching in Physical Education & Sports Settings (Fall 02 – Fall 06) N = 41 Assessment Task: Post-lesson reports	0 0%	2 5%	27 66%	12 29%
Course #: 400 Title: Methods & Materials for Teaching Secondary Physical Education (Fall 03-Fall 06) N = 31 Assessment Task: Post-unit reports	0 0%	2 7%	15 48%	14 45%
Course #: 406 Title: Strategies for Teaching Physical Education Elementary LAB N = 40 Assessment Task: Post-lesson reports	1 2%	5 13%	22 55%	12 30%

Course: 491 Title: Senior Teaching Seminar (Spring 04 – Spring 06) N = 22 Assessment Task: Discussions about teaching and student learning in seminars (weekly; U/S assessment)	0 0%	0 0%	22 100%	0 0%
--	---------	---------	------------	---------

The assessment data above (table 8.2) show that most candidates ( $n = 124$ ; 93%) meet or exceed the standard on reflection, but they also point to some continued struggles for a few candidates even as they proceed through the program and the “methods” series of courses. This is ameliorated somewhat during student teaching (100% satisfactory) although the rigor of the assessment is less than during the methods courses where it’s simply “Unsatisfactory/Satisfactory” as compared to the closer assessment used in the previous courses (10-pt rubric; more careful review of candidates’ reflection work). Although one of the program’s most careful features is the instruction in and assessment of reflective teaching, these data suggest that perhaps the program needs to consider more focused help for students who have a hard time with reflective practice.

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.9. Technology

The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 9.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experiences/Assessments
<a href="#">PXW 323</a>	Intro to Teaching in Physical Education & Sports Settings	3	Strategy for classroom management, planning, instruction, and assessment of teacher and student behavior. Special emphasis on systematic development of a variety of teaching skills through practice and feedback in individual and small group situations.	Videotape analysis of lessons for self-evaluation (4-5 lessons). (See electronic attachments: Sample post-lesson report questions and scoring rubric)
<a href="#">PXW 400</a>	Methods & Materials for Teaching Secondary Physical	3	Supervised experiences in the secondary school for the purpose of developing teaching skills for physical education and sport settings.	Web search for unit on unfamiliar or innovative activities (See electronic attachments: Assignment handout and unit

	Education			plan scoring rubric)
<a href="#">PXW 406</a>	Strategies for Teaching Physical Education Elementary	3	The development of skills and knowledge related to teaching physical education to young children.	E-portfolio of semester's teaching, including digital photos, video analyses, scanning, & data displays (See electronic attachments: Portfolio assignment and scoring rubric)
PXW 491	Senior Teaching Seminar	1	A critical analysis of problems, professional obligations and careers in teaching physical education.	Use of Blackboard for some sessions—chat room, drop box, listserv, and web searching.

### Assessments

See “Accompanying Activities or Experiences” in table 9.1 above for description of measures/assessments used in each course.

### Results

**Table 9.2 – Results Table (Assessment Scores)**

Results are displayed in 4 levels of performance

- 1) Exceptionally strong (E)
- 2) Good—Standard Clearly Met (G)
- 3) Borderline—Standard Not Quite Met (B)
- 4) Not Met—Clearly Below Standard (N)

	N	BL	G	E
Course #: 323 Title: Intro to Teaching in Physical Education & Sports Settings (Fall 02 – Fall 06) N = 41 Assessment Task: Video analysis in Post-lesson reports (avg. of 5 reports; each assessed w/10-pt rubric)	0 0%	0 0%	41 100%	0 0%
Course #: 400 Title: Methods & Materials for Teaching Secondary Physical Education (Fall 03 – Fall 06) N = 31 Assessment Task: Unit plan on an unfamiliar physical activity, requiring web search (assessed 20-pt rubric)	0 0%	0 0%	23 74%	8 26%

Course #: 406 Title: Strategies for Teaching Physical Education Elementary (Spring 03 – Spring 06) N = 40 Assessment Task: Electronic portfolio of course work, with specific technology usage requirements (assessed w/specific rubric for this task)	0 0%	0 0%	33 83%	7 17%
Course#: 491 (Spring 04 – Spring 06) Title: Senior Teaching Seminar N = 22 Assessment Task: Regular use of shared assignments and chats via Blackboard (assessed U/S)	0 0%	0 0%	22 100%	0 0%

The data in Table 9.2 show that most candidates are learning to use various kinds of technology to enhance their learning and their teaching. Assignments focus primarily on using technology to make records of their lessons (video analysis), to prepare (web searching), or to share their work (Blackboard chats, electronic portfolios).

### Student Work Samples

Please see hard copy attachments for student work samples.

### 08025.10. Collaboration

The program requires the study of how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

List course number, title and description and any accompanying activities or experiences in which students engage to meet the standard.

**Table 10.1 – Information Table**

Course Number	Course Title	Credits	Description	Accompanying Activities or Experience/Assessments
<a href="#">PXW 406</a>	Strategies for Teaching Physical Education Elementary	3	The development of skills and knowledge related to teaching physical education to young children.	Proposal for elementary school sports program (See electronic attachments: Project assignment)
PXW 491	Senior Teaching Seminar	1	A critical analysis of problems, professional obligations and careers in teaching physical education.	Seminar discussions with peers & private assignments with teachers & administrators (No attachment)



PXW 487	Student Teaching	8 Elementary 8 Secondary		Various collaborations/visits with cooperating teachers, principals (No attachment)
------------	------------------	-----------------------------------	--	---

#### Assessments

See “Accompanying Activities or Experiences” in table 10.1 above for description of measures/assessments used in each course.

#### Results

**Table 10.2 – Results Table (Assessment Scores)**

	N	BL	G	E
Course #: PXW 406 Title: Strategies for Teaching Physical Education Elementary (Spring 03 – Spring 06) N = 40 Assessment Task: Project assignment	0 0%	0 0%	40 100%	0 0%
Course #: 491 Title: Senior Teaching Seminar (Spring 04 – Spring 06) N = 22 Assessment Task: various assignments to discuss teaching issues with others, including cooperating teachers, principals, and peers (Assessment U/S by seminar instructor)	0 0%	0 0%	22 100%	0 0%
Course #: T&L 487 Title: Student Teaching K-12 PE (Spring 04 – Spring 06) N = 22 Assessment Task: see above—same tasks for both seminar & Student Teaching (Assessment U/S by university supervisor)	0 0%	0 0%	22 100%	0 %

**Table 10.3 – Results Table (Assessment Scores)**

F 06 & Sp 07	Mid Term N=8				Final N=8			
PWX Student Teaching Evaluations	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
14. Established effective relationships with parents, participates in school and community projects:	0%	12%	63%	25%	0%	0%	75%	25%

Assessment data (Table 10.2 and 10.3) indicate that all candidates ( $n = 84$ ; 100%) met the collaboration standard during their experiences in student teaching at the end of the program. Assessment on a U/S basis is fairly global, but since our program numbers are relatively small (about 5-8 student teachers per year), our instructors get to know them quite well, making global assignment more accurate and reliable than might be expected with a larger number of candidates.

**08025.11** Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

**PWX Department Assessment Process:** The department started refining its assessment plan during this review period, as part of a university-wide effort to sharpen assessment of student learning across the entire campus. At this point, PXW is still working on the assessment process for PE-TE. Our strengths are in collecting a wide variety of student learning data, most of which is direct and authentic (e.g., regular and ongoing evaluations of candidate's actual teaching in local schools). However, our weak spot is in aggregating these data for program-level assessment. This review, with NCATE's new emphasis on the display and analysis of direct student learning data, has been very helpful in moving us toward improving the part of our assessment process in which we "close the loop" by examining the assessment data as a faculty and make plans for strengthening the program. This step, then, is something that we want to continue in the next period.

#### **Department of Teaching and Learning Assessment Process:**

**Data Collection.** Data are collected at transition points throughout the program to assess candidate performance, program quality and program operations. The Teaching and Learning Undergraduate Assessment Committee (UGAC) develops an annual schedule for the purposes of data collection. T&L undergraduate faculty who assess critical tasks, staff in the Office of Advising and Admissions and staff in the Office of Field Experience are responsible for submitting data presented in the table below. The UGAC monitors the collection process and follows up in a timely manner when data is missing.

**Data Analysis and Reporting.** The UGAC is responsible for submitting an annual report to the undergraduate faculty in the Department of Teaching and Learning, the Chair of Teaching and Learning and the Associate Dean for Teacher Education (NCATE Coordinator) based upon a detailed analysis of data collected over the course of the previous year. The Assessment Committee facilitates an annual Assessment Retreat. Faculty discuss the report at the departmental and individual program level and develop a written plan of action designed to address areas of weakness. Should no areas of weakness be found, a written record of faculty discussion leading to this conclusion is created. In between assessment retreats, the UGAC monitors progress in the implementation of the action plan(s). In subsequent retreats, the action plans are revisited and revised in light of the new round of data analysis.

### Unit Assessment System for the Elementary Education Program

Initial Programs Undergraduate	Upon Admission to Teacher Education	Before Entering Student Teaching	Before Program Completion	After Completion
<ul style="list-style-type: none"> <li>• Elementary</li> <li>• ECE/Elementary</li> <li>• Elementary/Middle</li> </ul>	<ul style="list-style-type: none"> <li>• GPA</li> <li>• PPST Score</li> <li>• Letter of Application</li> <li>• Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Tasks (Child Study, Multicultural Teaching, Lesson Plan, Beliefs and Practices Statement)</li> <li>• Praxis II Tests</li> <li>• Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Tasks (Mid-term Evaluation, Final Evaluation)</li> <li>• Dispositions</li> </ul>	Assessments: <ul style="list-style-type: none"> <li>• Graduate Surveys</li> <li>• Principal Surveys</li> </ul>

Please describe the program changes that have occurred as a result of your data analysis process for the last three years. If you have just initiated this assessment system, please indicate what you have done to date.

See above for our recent history with assessment work. It's too early to say what changes we will make, but it is definitely fair to say that just this fall, the department is working at refining its assessment plan, and one of the key elements will be the plan for the PE-TE track of the undergraduate major. Besides that, we will develop this year, a new/better procedure for tracking each candidate's progress on a standard-by-standard basis. And we will set up a record-keeping system that allows us to track the process annually for each candidate and for the program as a whole (by aggregating individual student data and then conducting an annual departmental program review.)

## II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

**This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”**

### *MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY*

#### *Initial Programs*

##### Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

##### Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

##### Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

### **Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching**

**Fall 2007 N=90**

<b>Teaching &amp; Learning Standards</b>	<b>Does Not Meet</b>	<b>Fulfills Expectations</b>	<b>Exceeds Expectations</b>
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to	14%	56%	29%

promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).

6.3 Teacher candidate uses media and technology as effective learning and communication tools.

13%

36%

30%

6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.

15%

52%

32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007 Multicultural Ed					
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points );
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

### Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

#### Assessments/Results:

##### Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A’s and B’s in the chart above, candidates taking this course met or exceeded course goals.

### *STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS*

#### *Initial Programs*

#### Opportunity to Address/Meet Standard

**T&L 315: Education of Exceptional Students:** All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: “An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children” (college catalog p.184).

**TEAM Methods:** Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to

demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

**Integration of Special Needs:** The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

#### Assessments/Results

##### Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

**TEAM Methods:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

**Integration of Special Needs:** Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in

the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

**Student Teaching Evaluations:** Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

**EFR 506: Multicultural Education:** Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

#### Assessment /Analysis

##### Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.



**TL 590 ST: Children's Literature in the Classroom.** In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children's literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

**TL 590 ST: Writing in the Elementary School Classroom.** In part this course is designed to increase candidates' ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.

- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5). 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

#### *Programs for Other School Professionals*

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

### Educational Leadership:

#### Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

#### Assessments Include:

Exams  
Research Papers  
Portfolios

### School Counseling:

### Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

### Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



**CURRICULUM EXHIBIT FORM BASIC PROGRAM**  
**EDUCATION STANDARDS AND PRACTICES BOARD**  
 SFN 14381 (05-06)



Institution: University of North Dakota		Major: Physical Education
Credits are :Semester		
Credits required for degree: 125		
<b>General Studies</b>	<b>Teaching Specialty</b>	<b>Professional Education</b>
Must total at least 39 credits	Credits required: 74	Must total at least 28 credits
Behavioral Sciences (9 minimum credits)	<b>Prerequisite Courses (19 hours- may be used to satisfy GER requirements)</b>	T&L 252 Child Development (3)
Electives in at least 2 areas from the following Departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social Work, Space Studies, T&L.  <b>9 credits Total</b>	CHEM 115/115 L Introductory Chemistry & Lab (4)	T&L 325 Exploring Teaching in Secondary Schools <b>OR</b> T&L 330 Introduction to Teaching and Learning (3)
	PSYC 111 Introduction to Psychology (3)	T&L 345 Curriculum Development & Instruction (3)
	SOC 110 Introduction to Sociology (3)	T&L 433 Multicultural Education (3)
	ANAT 204/204 L Anatomy for Paramedical Personnel and Lab (5)	T&L 390 Technology for Teachers (2) <b>OR</b> PXW 327 Fitness for Life (3)
	PPT 301 Mechanics of Human Physiology (4) Or PXW 455 ST: Human Movement Physiology (4)	T&L 487 Student Teaching/Elementary (8)
	<b>Required Core (30 hours)</b>	T&L 487 Student Teaching/Secondary (8) <b>28 credits Total</b>
Humanities (9 minimum credits)	PXW 276/276 L Motor Learning and Lab (3)	
Electives from at least 2 areas in the following Departments: Art, EHD, English, Fine Arts, History, Honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theatre Arts. <b>9 credits Total</b>	PXW 310 First Aid & CPR (2)	
	PXW 326 Fundamentals of Physical Conditioning (3)	
	PXW 332/332L Biomechanics and Lab (4)	
	PXW 355 Applied Motor Development (3)	
	PXW 401 Sport Sociology (3)	
Natural Sciences (12 minimum credits)	PXW 404 Adapted Activities Programming (2)	
Electives in at least 2 areas and 1 lab science from the following	PXW 440 Sport Psychology (3)	

departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer Sci, Economics (Stats), Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology (Stats), Sociology (Stats) and Space Studies. <b>12 credits Total</b>	<b>Teacher Education/          Certification Option (25 hours)</b>	
	PXW 205 Physical Education for the Elementary Grades (3)	
	PXW 223 Movement Performance and Analysis (9)	
	PXW 323/323L Introduction to teaching in Physical Education and Sport Settings and Lab (4)	
Symbolic Systems ( 9 minimum credits)	PXW 400/400L Methods and Materials for Teaching Physical Education in the Secondary School and Lab (4)	
Engl 110 Composition I (3) Engl 120 Composition II (3) Comm 110 Public Speaking (3) <b>Or</b> Engl 125 <b>Or</b> Advanced Composition Course <b>9 credits Total</b>	PXW 403 School Health Education (2)	
	PXW 406/406L Strategies for Teaching Physical Education in the Elementary School and Lab (4)	
	PXW 491 Senior Teaching Seminar (1) <b>74 credits Total</b>	