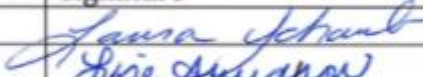## End of Year Assessment Report for Programs- Physical Education
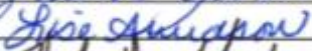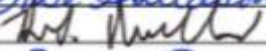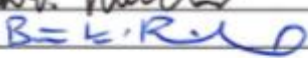
Program: Physical Education		Semester/year: SPRING 2019
Program Coordinator: Roy Mulholland	Meeting Date: May 15, 2019	Submission date: May 24, 2019
Name	Position	Signature
Laura Schaub	Assistant Professor	*(signature)* Laura Schaub
Lisa Amundson	Dean School of Education	*(signature)* Lisa Amundson
Roy MULHOLLAND	DEPARTMENT CHAIR PE	*(signature)*
Brian Reinhard	Dept. Chair Spanish Language Culture	*(signature)* B=L·R

Program Mission Statement

Greenville University teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

Program Objectives

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope

For each program objective, choose one "best representative" assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Concepts and Structure	EDUC 282- Neuroscience and S/L	EDUC 340-My Classroom Project	EDUC 409- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO2. Characteristics of Learners	EDUC 280- Diverse Learner Present	EDUC 333- CMP T2	EDUC 409- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO3. Learning Environments	*EDUC 202- Quiz #2*	EDUC 333- CMP T1	*EDUC 409- TASK 2*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO4. Teaching Strategies	EDUC 280- Diverse Learn Supports	*EDUC 282- Lesson Plans*	*EDUC 409- TASK 1*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO5. Higher Level Thinking	EDUC 101- Current topic present	EDUC 340-Neuroscience and S/L	EDUC 409- TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO6. Assessment Strategies	EDUC 333- Data Collection Project	EDUC 340- EdTPA Task 3	EDUC 409: TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO7. Distinguish Roles of Stakeholders	*EDUC 280- Diverse Learner Supports*	EDUC 340- Grading Practices Exploration	*Seminar- CDL*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO8. Goals of Education	EDUC 101- Essay #1	*EDUC 282- Reference Document*	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence: N/A
PO9. Professionally Current	EDUC 202- Research Project	EDUC 333- Debate	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO10. Articulated Dispositions	EDUC 202- Co Teacher Evaluation	EDUC 280- IEP team Simulation	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

	EDUC 101- Current Hot Topic Presentation	EDUC 280-CoTeaching Plan	Seminar- Dispositions
PO11. Communicated Effectively	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	EDUC 333- CMP T2	Seminar- Dispositions
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

CAEP STANDARD 1

Exit Interview Data:

Question #1:

Discuss theories and/or theorists in your primary **content area** with which you most closely identify. What have they contributed to the field and why do you subscribe to these theories? Give an example from your clinical experiences to illustrate how you are applying one of those theories to your practice and describe its impact on student outcomes.

PROGRAM MEAN: 4 out of 5

Question #2:

Describe the ideal classroom community that you hope to create. Then, discuss specific expectations and procedures that you feel are critical in order to create the community you describe.

PROGRAM MEAN:2 out of 5

Question #3:

Describe the link between assessment and instruction. Discuss critical factors that will influence your instructional decision-making and explain how considering these factors will help you to better serve students.

PROGRAM MEAN: 3 out of 5

Content Area Test Data:

PROGRAM MEAN: 263 out of 300 with a 240 as the cut score

edTPA Data: Scores represent mean Program Scores

edTPA test score	42
edTPA Rubric Score	2.8
edTPA Rubric 1	3
edTPA Rubric 2	3
edTPA Rubric 3	2
edTPA Rubric 4	3
edTPA Rubric 5	3
edTPA Rubric 6	3

Revised by the Office of Assessment MAY 2019

edTPA Rubric 7	3
edTPA Rubric 8	3
edTPA Rubric 9	3
edTPA Rubric 10	2
edTPA Rubric 11	4
edTPA Rubric 12	3
edTPA Rubric 13	2
edTPA Rubric 14	3
edTPA Rubric 15	2

CAEP STANDARD 2:
Disposition Reports: no disposition reports were written for the program

CAEP STANDARD 3:
Mean entry score of Basic Skills for admission to the program:

CAEP STANDARD 4:

A. Completer Reports:
Alumni Survey:
Items rated lower (Somewhat well/Not well) on
How well did your teacher preparation program prepare you to:
1. **Teach in ways that support English Language Learners.**
2. **Use technology in the classroom to improve learning outcomes**
3. **Help students think critically and solve problems**

B. Items that would have improved their teacher preparation:
1. **More opportunities to learn about and practice classroom management**
2. **More opportunities to learn about and practice differentiated classroom instruction,**
3. **More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)**

C. Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching? Choose the FIVE most important items.
1. **Mentor support, Colleague Support**
2. **Administrator support**

3. **Parental Support**
4. **Opportunities to assume Leadership roles**
5. **Health and Retirement Benefits.**

D. Items rated higher – Well/Very Well
How well did your teacher preparation program prepare you to:
1. **Develop positive and supportive relationships with students**
2. **Demonstrate Subject Matter knowledge**
3. **Empower students to become self-directed and productive learners**

Analysis of Assessment Findings- SPRING

All PE students take Professional Ed courses – not PE methods. Program objections (POs) will be uploaded to the new VIA program. We will be using InTASC standards for CAEP using professional ed courses first – not PE courses.

Exit Interviews:
- Primary Content – 4 out of 5
- Assessment Data – 3 out of 5

edTPA Results:

- No specific patterns – Task 3 is difficult – need video clips and written assessments.
    Candidates cannot isolate focus students (Other programs only have the written assessments)
- Scores and pass rate percentage below state average
- One student needs to retake the edTPA

Content Tests:

- Program mean average of 263 out of 399 with a 240 cut score
- Scores slightly below state average but 100% are above 240 cut score
- Pass rate percentage is higher than the state average.
- Sub-score 1 results – more are at 240 or below

CAEP Standard 4:

Survey had only four respondents but provides reliability and validity

What they would like to change:
1) Mentor, colleague support
2) Administrator support
3) Parental support
4) Leadership roles
5) Health/Retirement

Strengths:

- Empowering students – positive and supportive relationships with students
- Relationships – teaching students to be self-directed and productive learners
- Subject Knowledge – demonstrated very well

Areas of Improvement:

Content Areas:
- ✓ Improve methods courses - include health, fitness, movement and motor skills
- ✓ Improve Adjunct teaching skills – how to develop progression in education setting
- ✓ Ideal classroom community – transitions are difficult

edTPA Performance:

- ✓ Need to introduce videotaping for developmental purposes prior to edTPA
    - o Elementary PE – Lynn Carlson
    - o Adaptive PE – George Barber
    - o Teaching Methods - Dave
- ✓ Give on the spot feedback to three specific students

Other:

- ✓ Support ELL students more using methods – differential classroom instruction
- ✓ Practice non-teaching tasks – communicating with parents and developing IEPs
- ✓ Think critically and problem solving
- ✓ Technology not used enough
- ✓ Classroom management

Syllabi for PE:

- Six major categories in alignment chart
- Narrow ISBE standards to usable form for Program Objectives
- Use four broad objectives for Content test utilizing sub-objectives
    - o Attached assignments
    - o map out

Sharing and Discussion of Assessment Findings - SPRING

We have Department meetings on a monthly basis where we examine data, discuss any areas that need improvement and brainstorm methods for making those changes. Further we have monthly Committee of Teacher Education Meetings (COTE) to discuss with all stakeholders across the campus community any pertinent program findings/changes, and to share edTPA scores, results of alumni surveys, etc. Finally, we have meetings at the end of each semester to review all available data, look for trends, brainstorm problems/solutions, and make any needed program changes going forward.

Use of Assessment Findings for Program Improvement (Action Plan)- SPRING

In response to the findings on this program and assessment review, we propose the following change:
Build a library of resources and case studies to use across programs consisting of best-practice videos for ELL students, gifted students, and vulnerable learners.
The previous year's action plan is complete.
Create library of videos and case studies program-wide for instruction and reference (from our ATLAS Subscription). Use case studies in all courses to view/describe/discuss what candidates could do differently program-wide with regard to teaching, accommodating and assessing three fictitious students (gifted, ELL, and some type of vulnerable learner) in lesson plans

Beginning in Fall 2019 for review at the end of Fall semester

Full Year Reflection- FALL/INTERTERM/SPRING TERMS

Recall the Program Assessment Action Plan from the Fall semester. Now that you have two semesters of following this data collection and reporting format, reflect on your assessment strategy: How well does the data support your learning objectives? Do your procedures for gathering and reviewing information need to be modified? What was done as a response to assessment data in the past? How did it go? Did you make the intended changes from your program's Fall Action Plan, and are you on track with your timeline?

Supporting Documents- SPRING

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]