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

Note: This form uses the NASPE standards approved by NCATE in 2008. Programs have the option to use either the 2001 or 2008 standards for programs submitted through Spring 2010. Beginning in Fall 2010, all programs are required to respond to the 2008 NASPE standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   Delaware State University

2. State
   Delaware

3. Date submitted
   MM  DD  YYYY
   03  / 14  / 2010

4. Report Preparer's Information:
   Name of Preparer:
   Robert J. Martin
   Phone:  Ext.
   (302) 857-7253
   E-mail: bmartin@desu.edu

5. NCATE Coordinator's Information:
   Name:
   Dr. Billie Friedland
   Phone:  Ext.
   (302) 857-6739
   E-mail: bfriedland@desu.edu
6. Name of institution's program
Physical Education

7. NCATE Category
Physical Education-First Teaching License

8. Grade levels\(^{(1)}\) for which candidates are being prepared
K-12

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type
- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Physical Education

14. Program report status:
- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions
15. State Licensure requirement for national recognition: NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards. (Response limited to 4,000 characters)

Delaware State University is a progressive 1890 land-grant, comprehensive, public-assisted institution committed to academic excellence and intellectual competence. The University is committed to providing all prospective undergraduate students with a strong liberal arts education. The Physical Education Teacher Education program at Delaware State University is housed in the Education Department in the College of Education. Teacher candidates accepted into the Physical Education program, and who satisfactorily complete all of the program requirements and pass Praxis I and II, are awarded a Bachelor of Science degree in Physical Education and are eligible to receive a K-12 teaching certificate from the State of Delaware.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

There are four phases to field experiences at Delaware State University: Phase 1 – observation; Phase 2 – observation with minimal participation (teaching); Phase 3 – Practicum (methods class requirements); and Phase 4 – student teaching. Teacher candidates participate in each phase and have a variety of experiences at different age levels within diverse populations of students.

Teacher candidates in Physical Education will complete 238 hours in clinical or field experience settings prior to their student teaching internship. These experiences are based upon a progression of observation and mini-teaching opportunities prior to independently teaching entire classes. All undergraduate field experiences are supervised in collaboration with and by university faculty and school based personnel. Placements for field experiences and student teaching are coordinated by the Coordinator of Physical Education in collaboration with the Office of Field and Clinical Experiences in the College of Education.

Student teaching occurs during the last full semester of enrollment prior to graduation and is considered the culminating experience for students in Physical Education Teacher Education. The student teaching internship consists of an elementary and a secondary experience of six and a half weeks each. A minimum of 65 days and 200 hours, in total, is required. This is a State of Delaware mandate that the university follows. One of the strengths of the Physical Education program is that all field experiences are supervised by full-time tenure-track faculty. In addition, all student teaching internships are supervised by Physical Education faculty. Early field experiences consist of two types; (1) education courses experiences (10 hours); and (2) Practica (20 hours). The amount of hours for each course is included below. Due to significant changes in the program with the implementation of eight new Physical Education courses (see Section V) a major increase in EFE hours throughout the entire Physical education program will begin in the Spring, 2010.
12-221 Movement Education: A Skill Theme Approach – 10 hours. This field experience allows the teacher candidate an opportunity to observe pre-school children and teach a child at the DSU campus-based Early Childhood Laboratory School. Teacher candidates will plan, teach and reflect on their experiences of teaching, observing and analyzing the skill themes and movement concepts learned by the pre-school children.

12-253 Motor Development – 10 hours. This is an assigned clinical requirement in which teacher candidates perform guided observations in the DSU campus-based Early Childhood Laboratory School. Locomotor, manipulative, and non-manipulative skills are the focus of analysis for this observation experience.

12-358 – Adapted Physical Education – 20 hours. Teacher candidates are required to plan individual lessons using an Individualized Evaluation Plan (IEP). The focus is on tutoring a special needs student(s) at the Charleton School (a nearby comprehensive special needs school only – students aged 2-21).

12-449 – Methods and Materials of Teaching Elementary Physical Education. (20 hours). Teacher candidates will be responsible for guided observations and assisting the PE instructor when needed.

12-453 – Methods and Materials of Teaching Secondary Physical Education. (20 hours). Teacher candidates will be responsible for guided observations and assisting the PE instructor when needed.

12-400 – Pre-Service/Student Teaching (455 hours). Teacher candidates spend 13 total weeks, divided in half, at one elementary school and one middle OR high school. Every second Friday the candidates meet at the University for an all-day seminar. The full day professional development seminar provides the candidates with an opportunity to reflect on their teaching and to also collaborate and reflect with their peers about their life in the schools.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

The Education Department provides curricula for the preparation of teachers in Physical Education. The Education Department is part of the Professional education Unit and serves as the administrative body for all teacher education programs at Delaware State University.

Physical Education teacher candidates have four essential transition points. The first is entry into the Physical Education program. The second is admission into the Teacher Education Program (TEP). Third is admission to student teaching. Fourth is completion of student teaching and graduation from the program and the University.

Entry into the Physical Education Program:

Initial entry into the undergraduate Physical Education program requires that students declare their major. Upon entry into the program each student is assigned a Physical Education major advisor whom they must meet with twice each semester before they can register for classes the following semester.

Admission to the Teacher Education Program:

Physical Education majors seeking admission into the Teacher Education Program must file an application with the Council for Professional Education (CPE) by October 1st or March 1st. All teacher candidates must meet the following criteria for approval:
• Recommendations from a PE faculty member, academic advisor, and department chair.
• Have a grade point average of 2.5 or higher on a 4.0 scale.
• Take the Praxis I test by the end of their freshman year (transfers by the end of their 1st semester at DSU) and pass the Praxis I by the end of their sophomore year (transfers by the end of their 1st year at DSU) or they will not be permitted to continue in the program.
• Satisfactorily pass an interview by a panel of faculty members (including one member from the student’s major area of certification) at which time the applicant will submit her/his working portfolio for review.
• Have earned a “C” or better in all Physical Education classes and designated education and general education classes.
• Must have completed or be completing 45 semester hours of college credit at the time of application.

Admission to Student Teaching:
Student teaching occurs during the last full semester of enrollment prior to graduation for Physical Education teacher candidates and it is considered the culminating experience for teaching majors. All teacher candidates that have met the TEP requirements must submit an application for student teaching. All teacher candidates must meet the following criteria for approval:

• Have senior status (completion of all course requirements (except student teaching) and have passed PRAXIS II.
• Have a cumulative grade point average of 2.5 or better and a “C” or better in the Physical Education methods classes and in all teacher education classes.
• Submit a curriculum audit signed by the candidate’s major advisor.

Completion of Student Teaching and Graduation from the Program and University:
Teacher candidates in physical education can complete their student teaching internship by meeting the following criteria:
• Completion of elementary and secondary placements with a grade of satisfactory.
• Apply for an Institutional Recommendation for Certification through the Office of Field and Clinical Experiences.
• Completing an application for graduation.

4. Description of the relationship (2) of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

In 2008, the Physical Education faculty revised the curriculum to better serve the students and to reflect the values and competencies needed to meet licensure requirements in Delaware. The DIRECT conceptual framework also served as impetus for those curricular revisions which were based upon the need to enhance the inquiry, technology, and collaborative skills of our teacher candidates. The teacher licensure programs in Physical Education are founded upon a shared philosophical approach to teacher preparation which foregrounds four themes including: a conceptual approach to student centered learning, collaborative professional development learning experiences, an inquiry approach to reflective practice, and technology that supports and enhances the teaching and learning process.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

Student centered teaching and learning is modeled by our faculty within our university and school based curricular experiences. For example, the instructional approaches used by faculty within the Game
Performance courses reflect a conceptual approach to teaching sport and games whereby the learner’s capacities are at the center of the curricular decision-making and shape the assessment processes. The same approaches are modeled by teachers in field placements and expected to be utilized by teacher candidates during the methods courses and student teaching. In addition, an inquiry approach to reflective practice is embedded in several courses whereby faculty encourage teacher candidates to question taken for granted assumptions about sporting practices in society and dominant discriminatory historical traditions within physical activity and physical education environments. The philosophical basis for the inquiry approach is to critically reflect upon their ethical and moral responsibilities as teachers in relation to students, schools, and communities. This inquiry approach is further developed by using the reflective cycle as part of their debriefing experiences during the field experience observations and teaching experiences in ways that encourage more equitable opportunities for student learning. Technology is threaded throughout the program with initial experiences intent upon building knowledge and skills of current technology applications. Teacher candidates in the Physical Education licensure program use digital video technology to capture and analyze the quality of movement performances in several of the movement core courses. Technology skills are further developed during upper division courses where videotape analysis is a primary assessment. These self-reflection analyses reflect how candidates' instructional materials support student learning and assessment.

The program culminates with teacher candidates participating in a capstone student teaching experience and a bi-weekly full day professional development seminar where they collaboratively reflect, learn, and share best practices with their colleagues. This seminar epitomizes the collaborative professional development theme. The capstone experience aligns with the strategic directions of Delaware State University which seek to: 1) create innovations in learning; 2) engage the world; 3) focus on those we serve; and 4) build and sustain partnerships.

### 5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system\(^3\). (Response limited to 4,000 characters)

To accommodate content and pedagogical content knowledge competencies related to Physical Education, we utilize a Unit Plan Rubric, a Lesson teaching Observation Rubric and a Videotape Analysis and Reflection Rubric in addition to unit-wide assessments. These Physical Education specific assessments reflect significant program changes that have occurred to capture the essence of the NASPE/NCATE Beginning Teacher Standards (BTS) for Initial programs. The Unit Plan rubric is implemented across two Methods classes and directly reflects the NASPE BTS. The majority of the assessments in Physical Education licensure programs represent common elements of the unit wide assessment system including: Teacher Work Sample (TWS) and the Student Teaching Evaluation (both with Content-specific addendums for Physical Education), and Praxis II. Two faculty members in Physical Education participated in reviewing the initial assessment scheme and made adjustments in the assessment tools to better serve the students and strengthen the accuracy of the measures. The rubric for the TWS was in the process of having the scoring aspect revised to align better with the Unit-wide rubric scoring system. The Student Teaching evaluation was revised to reflect a three point scale similar to the scales used in other unit assessments. While faculty report data for the Teacher Dispositions assessment as part of the unit wide assessment scheme.

\(^3\) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

### 6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles.
7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>2007-2008</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>2006-2007</td>
<td>35</td>
<td>4</td>
</tr>
</tbody>
</table>

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Robert J. Martin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(5)</td>
<td>Ed. D., Physical Education Curriculum and Instruction, Columbia University/Teachers College</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member(6)</td>
<td>Faculty, Coordinator of Physical Education, Specialty Area Coordinator for SPA's</td>
</tr>
<tr>
<td>Faculty Rank(7)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
</tbody>
</table>
### Dr. Nirmaljit Kaur Rathee

**Faculty Member Name:** Dr. Nirmaljit Kaur Rathee  
**Highest Degree, Field, & University:** Ph. D. in Physical Education, Panjab University, India  
**Assignment: Indicate the role of the faculty member:** Faculty  
**Faculty Rank:** Assistant Professor  
**Tenure Track:** Tenure Track YES  
**Scholarship, Leadership in Professional Associations, and Service:**  
1. Curriculum and Strategic Planning Committees  
2. Outstanding contributor in promotion of physical Education, sports and games among youth to Chandigarh Territorial Youth Congress during 2005-06 and 2006-07.  

**Teaching or other professional experience in P-12 schools:** Clinical Supervision, 8 years teaching in K-12 schools, Health and Physical Education Certification (Pennsylvania)

### Dr. Carla Murgia

**Faculty Member Name:** Dr. Carla Murgia  
**Highest Degree, Field, & University:** Ph. D., Physical Education (Biomechanics), Temple University  
**Assignment: Indicate the role of the faculty member:** Faculty  
**Faculty Rank:** Full Professor  
**Tenure Track:** Tenure Track YES  
**Scholarship, Leadership in Professional Associations, and Service:**  


<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Lisa Mealey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph. D., Exercise Physiology, University of Pittsburgh</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>SPARK</td>
</tr>
</tbody>
</table>

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>PRAXIS II Content Knowledge (0091)</td>
<td>State Licensure Test</td>
<td>Prior to Student Teaching</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in physical education (required)</td>
<td>Content course grades compilation</td>
<td>Rubric and Grades for major content area courses</td>
<td>First, second and third year content courses</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Lesson planning assessment</td>
<td>Required planning assessment for field experience teaching</td>
<td>Senior year elementary and secondary methods courses and student teaching</td>
</tr>
<tr>
<td>Assessment #4: Internship or clinical experiences (required)</td>
<td>Unit wide student teaching assessment instrument (aligned to NASPE Beginning Teacher Standards (BTSS))</td>
<td>Required assessment of candidate teaching performance</td>
<td>Student teaching</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
<td>Teacher Work Sample</td>
<td>Required assessment of candidate effect on student learning</td>
<td>Student teaching and seminar</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)</td>
<td>Unit planning assessment</td>
<td>Unit planning rubric</td>
<td>Junior year instructional strategies course and senior year elementary and secondary methods courses</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)</td>
<td>Lesson teaching observation assessment</td>
<td>Teaching implementation and instructional delivery rubric</td>
<td>Junior year instructional strategies course and senior year elementary and secondary methods courses</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)</td>
<td>Videotape analysis and reflection</td>
<td>Teaching, reflection and technology rubric</td>
<td>Junior year instructional strategies course and senior year elementary and secondary methods courses</td>
</tr>
</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

1. **Standard 1: Scientific and Theoretical Knowledge**
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals

| 1.1 Describe and apply physiological and biomechanical concepts related to physical education | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
to skillful movement, physical activity and fitness.

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

2. Standard 2: Skill and Fitness Based Competence*
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

| 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns. | b b g g g g g b |
| 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program. | b b e e e e e e |
| 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities. | b b g g g g g b |

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

3. Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

| 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs. | e e b e e e b e |
| 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards. | e e b b b b e e |
| 3.3 Design and implement content that is aligned with lesson objectives. | e e b b b b e e |
| 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences. | e e b b b b e e |
| 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities. | e e b b b b e e |
| 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students. | e e b b b b e e |
| 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives. | e e b b b b b e |
4. Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

5. Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity

SECTION IV - EVIDENCE FOR MEETING STANDARDS
DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3, 4 and 6)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment. NOTE: To give time for programs to implement the 2008 standards, NASPE has developed a transition time line for the amount of data required each year. For reports submitted in Spring 2009 through Spring 2011, programs will be expected to report one semester of data on all assessments. For reports submitted in Fall 2011 and Spring 2012, programs will be expected to report one year of data. For reports submitted in Fall 2012 and Spring 2013, programs will be expected to report two years of data. For all subsequent semesters, programs will be expected to report 3 years of data.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exception: (a) the assessment tool and scoring guide are not required for reporting state licensure data.

1. State licensure tests or professional examinations of content knowledge. AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment
must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 1 - Licensure</th>
<th>Assessment 1 - Data</th>
</tr>
</thead>
</table>

See Attachments panel below.

2. **Assessment of content knowledge in the field of physical education.** AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standard 1. Examples of assessments include comprehensive examinations, grades, and physical performance assessments. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 2 - Content Knowledge</th>
</tr>
</thead>
</table>

See Attachments panel below.

3. **Assessment that demonstrates candidates can effectively plan classroom instruction.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 3. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 3 Candidate Ability to Plan</th>
</tr>
</thead>
</table>

See Attachments panel below.

4. **Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.** This assessment would be applicable to all AAHPERD/NASPE standards. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 4 - Student Teaching Internship</th>
</tr>
</thead>
</table>

See Attachments panel below.

5. **Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)
Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 5 - Teacher Work Sample with PE Addendum | Assessment 5 - Candidate Effect on Student Learning |

See Attachments panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 6 Unit Plan |

See Attachments panel below.

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 7 Lesson Teaching Observation |

See Attachments panel below.

8. **Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Assessment 8 Videotape Analysis and Reflection |

See Attachments panel below.

**SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM**

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings (data) from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student
Currently, there are no Physical Education program assessment results to indicate candidate performance within the program. The two previous NASPE/NCATE Adjudication Reports, from January and June 2003 were not approved and consequently, the Physical Education program was not Nationally Recognized. The first report failed Standards 1 through 8 and the revised report failed Standards 2 through 4 and Standards 6 through 8 of the ten standards (only Standard 1 & 4 passed, Standard 9 & 10 previously passed).

Based on the results of the previous reports, newly hired Physical Education faculty, in September 2007, elected to undergo significant program revisions. The faculty first met and reviewed course objectives and assessments and concluded the following:

• Current courses did not adequately contain the necessary content for physical education teacher preparation
• Current rubric assessments either did not exist or were not adequate to appropriately assess program and candidate performance based on the AAHPERD/NASPE beginning teacher standards (the 10 Standards at that time).

Upon reviewing these findings, current and new faculty revised the program by making the following recommendations:

• Change the program to reflect courses that will provide the content needed to adequately prepare effective Physical Education teacher candidates
• Revise and create rubric assessments that will permit the program to meet the AAHPERD/NASPE standards

Physical Education faculty submitted the recommended curriculum changes to the appropriate University committees and the final curriculum changes were approved in December, 2008. (See below)

Physical Education faculty then set out to revise existing assessments and create new assessments that would define the revised Physical Education program to meet the new AAHPERD/NASPE Standards. This process began in the spring, 2009 and continued through the summer and into the fall, 2009. Physical Education faculty quickly discovered that the Unit assessments were helpful but addendums for Assessment 3, 4, and 5 needed to be created to adequately meet the new NASPE Standards. Additionally, Assessments 6, 7 and 8 were newly created to help the program meet the NASPE/NCATE Standards.

Through this process, all assessments for candidates have been first, aligned to Standards and second, expanded to include qualifying statements for each Target, Acceptable, and Unacceptable element. The completed versions of these assessments are presented in the appropriate sections of the report. These rubrics are designed to delineate more clearly to candidates, instructors and mentors, the Delaware State University expectation for candidate performance at a variety of assessment transition points.

Data collection for all new program assessments and Unit assessments with addendums will begin this spring, 2010. This data will be collected on TK20, the College-wide data assessment system.

Removed the following courses: Replaced with the following courses:

16-113 Outdoor Leisure Pursuits (1) 12-221 Movement Education: A Skill Theme and Movement Concept
SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

Please click "Next"

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