

# **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)**

NATIONAL COUNCIL FOR ACCREDITATION OF  
TEACHER EDUCATION

## **COVER SHEET**

**1. Institution Name:** Angelo State University

**2. State:** Texas

**3. Date submitted:** 01 / 29 / 2009

**4. Report Preparer's Information:**

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**6. Name of institution's program**

Physical Education Teacher Certification

**7. NCATE Category**

Physical Education-First Teaching License

**8. Grade levels(1) for which candidates are being prepared**

EC-12

**9. Program Type:** First teaching license

**10. Degree or award level:** Baccalaureate and Post Baccalaureate

**11. Is this program offered at more than one site?** 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**

All-level (EC-12) Physical Education

**14. Program report status:** Initial Review

**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

## **SECTION I - CONTEXT**

### **1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards.**

Located in the heart of West Texas, Angelo State University, a member of the Texas Tech University system, serves approximately 6,000 students, undergraduate and graduate, in a city of 100,000 surrounded by a large rural area. The Physical Education Teacher Education program, in conjunction with the ASU Educator Preparation Program (EPP), prepares students for careers as physical education teachers. Students completing this program of study are eligible to test for the All-level (EC-12) Physical Education Texas licensure. Candidates for certification follow the Texas Examination of Educator Standards (TExES). At Angelo State University, the Department of Kinesiology has adopted the National Association for Sport and Physical Education and Sport Standards. The majority of candidates are earning their Bachelor of Science degree; however, some already have baccalaureate degrees and are seeking only teacher certification. Regardless of degree status, all candidates must follow the same course of study while pursuing initial certification.

#### State Policies Affecting Standards:

- All candidates for initial teacher certification in the State of Texas are required to complete a state approved preparation program, hold an earned baccalaureate degree, and pass a content-specific test and a pedagogy and professional responsibility test for certification.
- All bachelor's degrees at state-supporting universities in Texas are limited to 120 semester credit hours, unless a waiver is approved by the Texas Higher Education Coordinating Board. The ASU Physical Education Teacher Education (PETE) degree program is approved to include a total of 124 semester credit hours, 31 of which are in the major and 21 in professional education.
- The only physical education teacher certificate in Texas is the all-level (early childhood – 12th grade) certificate.

#### Institutional Policies Affecting Standards:

- The College of Education, which is the NCATE Unit, has adopted a conceptual framework that serves as a guide for preparing, supporting, and assessing teacher candidates. Given that the Department of Kinesiology is housed in the College of Education, its PETE program also utilized this conceptual framework as a guide.

The vision of the College of Education is to prepare individuals who change the world by educating children. In keeping with this vision, the mission of the Educator Preparation Program is to develop effective, reflective candidates who embrace student-centered learning in successful partnerships with diverse families, schools, and communities.

## **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.**

Field experiences occur continuously throughout the program, bridging content and theory with practice through candidate development from observer to practitioner. The clinical experiences begin early in the program and include diverse students and settings. Field Experiences for All-Level Teacher Certification in Physical Education Reading 4320 Reading in Secondary School Content Areas has a 10 hour field experience (observation/participation/written assignments) in a secondary school. Education 4321 Secondary School Organization and Curriculum has a 10 hour field experience (observation/participation/written assignments) in a secondary school. Education 4322 Teaching Techniques in the Secondary School has a 10 hour field experience (observation/participation/written assignments) in a secondary school. ED 4315 The Elementary School: Organization is taken concurrently with ED 4974. It is the seminar that goes along with student teaching. ED 4974 Supervised Student Teaching (All Level) is a full semester of supervised full-time teaching in a public school. Student Teaching experiences allow for a gradual release of responsibility until teacher candidates assume full control of the planning and teaching process. KIN4343 Exercise and Sport for Special Populations has a required 10 hour field experience in the public schools or in another approved activity setting. Candidates are required to observe children with special needs in an activity setting. Many candidates attend Sonrisas (therapeutic horseback riding) or public school physical education. Observations occur one hour per week over a ten-week period. KIN 4355 Methods of Teaching Elementary Physical Education has a field experience included within the course of at least 10-12 hours. In this experience, the candidates design, develop, and implement lessons with children.

## **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.**

Candidates desiring Physical Education Teacher Education are required to complete the following procedures toward teacher licensure: (1) admission to the Teacher Education Program, (2) completion of certification program, (3) approval to take appropriate TExES tests, and (4) recommendation for certification. To apply for admission to the Educator Preparation Program (EPP), applicants must have completed between 60 and 75 semester credit hours (SCH), with a minimum cumulative grade point average of 2.50. Furthermore, they must have completed course work demonstrating proficiency in reading, writing, mathematics, communication, and critical thinking. All course work used to demonstrate proficiency requires a grade of C or better. All applicants must have sound physical health, sound mental health, and acceptable moral character. The

Admission Committee may require students to undergo physical and/or psychiatric evaluation. Students must complete a Student Teaching Application and a degree plan or post-baccalaureate certification plan during the long-term semester prior to student teaching and meet the deadline date. At the time of application, all applicants must have completed: (1) All criteria for admission to the Education Preparation Program, and (2) A minimum of 95 SCH with a minimum cumulative grade point average of 2.50. Before student teaching, the candidate must complete all courses in the Interdisciplinary major, as well as Internship I (the block of methodology practicum courses). The candidate must also complete the required Pedagogy and Professional Responsibility courses and all advanced Education courses with minimum grade point averages of 2.50 and with no grade lower than a C to establish eligibility for student teaching. Any deficiencies in the candidate's major or pedagogy and professional responsibility courses must be corrected by the end of the second summer term for fall student teaching and the end of the fall semester for spring student teaching. Candidates must report to the Teacher Education Department to determine eligibility for the TExES certification exams. They must have completed the approved certification program requirements for each exam. Eligible candidates will be issued a TExES Registration Bulletin by the Certification Officer. The Certification Officer will recommend candidates for certification if they have earned a 2.50 overall grade point average and completed all the required course work in the teacher certification areas with a grade point average of 2.50 and no grade lower than a C. In addition, the candidate must have earned a 2.50 grade point average in all advanced education and reading courses. All other university requirements must be completed. The candidate must also demonstrate sound physical health, sound mental health, and acceptable moral character. It is the candidate's responsibility to inform the Department of Teacher Education that all certification requirements have been met and to ensure that all appropriate forms and fees have been submitted. The candidate must also present satisfactory scores on all required Texas Examination of Educator Standards (TExES) certification exams in order to be recommended for certification.

#### **4. Description of the relationship (2) of the program to the unit's conceptual framework.**

The Physical Education Teacher Education preparation program shares a conceptual framework with all of the other education programs in the College of Education. Our unit's goal is to prepare professional education leaders with the knowledge, skills, and dispositions to meet changing societal needs in diverse school and community settings. Our candidates embrace student-centered learning in successful partnerships with diverse families, schools, and communities. Throughout their program, candidates are constantly immersed in the study of content knowledge and both practical and theoretical applications. The Texas Essential Knowledge and Skills (TEKS) standards and professional

organization standards are studied and implemented in all course work. Pedagogical study includes an introductory KIN 4343 Special Populations, KIN 4355 Elementary Methods, KIN 4357 Secondary Methods, KIN 4351 Acquisition and Assessment of Psychomotor Skills, and KIN 4100 Physical Education. Candidates have required observation opportunities to be exposed to diversity with special populations, socio-cultural diversity, and socio-economic differences. Candidates create a sample newsletter to send home to parents regarding their child's progress and special events. In all professional preparation courses, diversity of students and communication with families is a topic of study. In addition, developmentally appropriate practices are emphasized throughout all pedagogy courses in the Kinesiology Department. All candidates in Physical Education Teacher Education are required to take a course in motor development (KIN 3333). This course includes overall child development.

Technology knowledge and skills are introduced in a sophomore level course (ED 2323) and applied in other classes emphasizing technology integration. During student teaching, candidates return to campus or do an online course (ED 4315) that includes a concentrated study of classroom management, professionalism, and legal/ethical issues. Candidates apply their knowledge by designing, developing, and implementing pedagogical techniques in KIN 4351, KIN 4355, and KIN 4357. In this way, candidates have the opportunity to implement techniques with students in physical activity settings before attempting to "put it all together" in student teaching.

##### **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.**

Program assessments consist of ones that are both program specific and ones that are employed by the entire unit. The unit's assessment system provides key information on how student teachers in the Department of Kinesiology, as well as, other departments impact student knowledge during student teaching; involve family and community in their teaching experience; and plan and implement lessons during field experiences. Through our program assessments, we are able to see where we need improvement in terms of courses, advising, and curriculum cohesiveness. Faculty members conduct a cyclical process of data gathering, data compilation, data assessment, and implementation of changes to the program. Common unit assessments include the state certification exams, an assessment of planning, an assessment of internship/clinical experiences, and an assessment of the effect on student learning. The required first assessment for content, or the state licensure test, is actually taken during the final year of coursework. Candidates must pass the Texas Examination of Educator Standards (TExES), which is divided into two parts: (1) Content Area and (2) Pedagogy and Professional Responsibilities. The required assessment of student teaching is based on TxBEES model. The Physical Education Teacher Education preparation program has a unique set of assessments as candidates proceed through this

course sequence. All assessments are tied to NASPE Standards. Other assessments include skill acquisition/assessment, a pedagogical portfolio, field-based observations from KIN 4343, and comprehensive examination of curricular content. Evaluation of public school classroom observation and teaching performance is done by classroom teachers, supervisors, and professors during the field observations, pre-student teaching, and student teaching semesters.

## **6. Program of study:**

### **BS -Kinesiology, Physical Education Teacher Education Option Degree Plan, 31 hours**

KIN 1311 Foundations of Kinesiology

3

KIN 2361 Principles of Wellness

3

KIN 3331 Care and Prevention of Athletic Injuries

3

KIN 3333 Motor Development

3

KIN 3370 Physiology of Exercise, *prerequisites: BIO 2423, 2424*

3

KIN 3372 Biomechanical Analysis of Movement, *prerequisite: BIO 2423*

3

KIN 4343 Adapted Physical Activities

3

KIN 4351 Acquisition and Assessment of Psychomotor Skills, prerequisite: admission to EPP

3

KIN 4355 Methods for Teaching Elementary Phys Ed, prerequisite: admission to EPP

3

KIN 4357 Methods for Teaching Secondary Phys Ed, prerequisite: admission to EPP

3

KIN 4100 Physical Education Capstone, prerequisite: admission to student teaching

1

### **Other Requirements - 51 hours**

#### **Hours**

Biology 2423, 2424	8
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Chemistry, Physics, or Physical Science	6
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Communication 2301	
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3

Education 2323	3
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English 1301, 1302, sophomore literature	
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9

Government 2301, 2302	6
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History 1301, 1302	6
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Mathematics 1302 3  
Physical Activity 2111

1

Social Sciences: Economics 2300, 2301, 2302, Geography 2301, Psychology 1303, 2301, 2304, 2305, Sociology 1303, 2301, 1303, 2305, 2307

3

Visual and Performing Arts: Art 1301, 1302, 2301, 2302, Drama 1311, 1321, 1351, 2331, 2334 Music 1310, 1341, 1342, 1351, 1361, 1375, 1376

3

**Minor - 18 hours, at least 6 must be advanced**

**Electives - 3 hours**

**Professional Education - 21 hours**

**Hours**

Reading 4320 Reading in the Secondary School Content Areas

3

Education 4321 Secondary School Organization and Curriculum

3

Education 4322 Teaching Techniques in the Secondary Schools

3

Education 4315 The Elementary School: Organization and Management

3

Education 4974 Supervised Student Teaching All Levels

9

**Total**

**Hours 124**

Notes:

1. Students in this program must meet and maintain all Educator Preparation Program (EPP) requirements.
2. 45 advanced hours are required for graduation. This degree plan includes 52 advanced hours.

## **8. Candidate Information**

### **Physical Education Teacher Education Certification (All-level, EC-12)**

	# of Candidates enrolled	# of Completers
2007-2008	91	32
2006-2007	103	27
2005-2006	144	40

## Post-Baccalaureate Physical Education Teacher Certification (All-level, EC-12)

	# of Completers
2007-2008	2
2006-2007	16
2005-2006	7

### 9. Faculty Information

**Faculty Member Name** Byars, Allyn

**Highest Degree, Field, & University** Ph. D., Exercise Science, University of Mississippi

**Assignment:** Faculty

**Faculty Rank** Associate Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:** Grant evaluator: PEP Grant

**Teaching or other professional experience in P-12 schools**

**Faculty Member Name** Carter, Doyle

**Highest Degree, Field, & University** Ed. D., Health and Physical Education,  
East Texas State University

**Assignment:** Head, Department of Kinesiology

**Faculty Rank** Associate Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:**

Grant evaluator: PEP

**Teaching or other professional experience in P-12 schools**

**Faculty Member Name** Keith, Susan

**Highest Degree, Field, & University** Ph. D., Health Studies, Texas Woman's University

**Assignment:** Faculty

**Faculty Rank** Associate Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:**

Grant evaluator: PEP grant

**Teaching or other professional experience in P-12 schools**

**Faculty Member Name** Price, Kathleen

**Highest Degree, Field, & University** Ph. D., Exercise Science, Texas Woman's University

**Assignment:** Faculty

**Faculty Rank** Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:**

Professional Presentation: AAHPERD, Region 15 presentation.

**Teaching or other professional experience in P-12 schools**

Provisional life certification for secondary Physical Education, health, and driver Education

**Faculty Member Name** Simpson, Warren

**Highest Degree, Field, & University** Ed. D., Physical Education,  
Texas A&M University at College Station

**Assignment:** Faculty



**Faculty Rank** Associate Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:**

Executive Editor: ARCAA and ARRA; USHA Collegiate Commission Board of Directors; Board of Directors, Texas VBBA

**Teaching or other professional experience in P-12 schools**

**Faculty Member Name** Snowden, Steve

**Highest Degree, Field, & University** Ph. D., Physical Education,  
Texas A&M University at College Station

**Assignment:** Faculty

**Faculty Rank** Associate Professor

**Tenure Track** YES

**Scholarship, Leadership in Professional Associations, and Service:**

National level presentations and publications, Assist with CAATE

**Teaching or other professional experience in P-12 schools**

## SECTION II - LIST OF ASSESSMENTS

<b>Name of Assessment</b>	<b>Type or form</b>	<b>When administered</b>
Assessment #1:Licensure assessment, or other content-based assessment (required) State Licensure Tests – 2 Exams: Content Area/Pedagogy and Professional Responsibilities All NASPE Standards	State Licensure exams	Final year of program
Assessment #2: Content knowledge in physical education (required)	Comprehensive Exam of Curricular Content NASPE Standards Assessment of content knowledge	Semester immediately prior to student teaching or during student teaching
Assessment #3: Candidate ability to plan instruction (required)	Thematic Unit Plan Planning lessons for elementary and secondary students	Required senior level course EDU 4321 and EDU 4322
Assessment #4: Internship or clinical experiences (required)	Student Teaching Evaluation All NASPE Standards Benchmark conferences and collection of artifacts	Final semester of program
Assessment #5: Candidate effect on student learning (required)	Effect on Student Learning Evidence of Planning and Reflection	Student teaching semester
Assessment #6: Acquisition/Assessment of Psychomotor Skills	Demonstrated ability to perform and assess psychomotor skills	Required senior level course KIN 4351 and PA 2111
Assessment #7: Portfolio of Pedagogy courses	Portfolio and rubric displaying data on reflection, planning and diversity with field-based observations	Required senior level courses KIN 4355 and KIN 4357 and in KIN 4343 (2008-09), now a required course for teacher certification
Assessment #8: Mentor evaluations from public school teachers and supervisors in physical activity and recreation	Written evaluations of Candidate performance	During field experiences