

**Kinesiology, Sport & Recreation**  
**Physical Education Teacher Education Program Assessment**  
**Year 4**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Physical education teacher candidates describe and apply common and specialized content knowledge for teaching preK-12 physical education.
2. Physical education teacher candidates plan and implement progressive and sequential content that aligns with short and long term objectives and that address the diverse needs of all students.
3. Physical education teacher candidates analyze and interpret data to better inform their ability to plan, teach and assess for student learning.
4. Physical education teacher candidates demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
5. Physical education teacher candidates select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

**Overview of Measures/Instruments**

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
1	C, W, S	a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview d. Methods Clinical Experience e. Elementary & Secondary Observation Journals f. Peer Teachings	a. completed after 5 weeks of teaching in local high school during KSR 3400 b. completed after 5 weeks of teaching in local elementary schools during KSR 3401 c. interview conducted at the end of KSR 3400/3401 d. 5 weeks of teaching at the elementary level & 5 weeks of teaching at secondary level in the Methods courses e. 10 class observations each for elementary and secondary in KSR 2000 f. conducted in KSR 2400

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
2	C, W, S, Q, R	a. Secondary Unit Plan b. Teacher Work Sample c. Methods Clinical Experience d. Peer Teachings	a. completed after 5 weeks of teaching in local high school during KSR 3400 b. completed after 5 weeks of teaching in local elementary schools during KSR 3401 c. 5 weeks of teaching at the elementary level & 5 weeks of teaching at secondary level in the Methods courses d. conducted in KSR 2400
3	C, W, S, Q, R	a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview	a. completed after 5 weeks of teaching in local high school during KSR 3400 b. completed after 5 weeks of teaching in local elementary schools during KSR 3401 c. interview conducted at the end of KSR 3400/3401
4	S, R, W	a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview d. Methods Clinical Experience e. Peer Teachings	a. completed after 5 weeks of teaching in local high school during KSR 3400 b. completed after 5 weeks of teaching in local elementary schools during KSR 3401 c. interview conducted at the end of KSR 3400/3401 d. 5 weeks of teaching at the elementary level & 5 weeks of teaching at secondary level in the Methods courses e. conducted in KSR 2400

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
5	C, W	a. Secondary Unit Plan b. Teacher Work Sample c. Methods Clinical Experience d. Peer Teachings	a. completed after 5 weeks of teaching in local high school during KSR 3400 b. completed after 5 weeks of teaching in local elementary schools during KSR 3401 c. 5 weeks of teaching at the elementary level & 5 weeks of teaching at secondary level in the Methods courses d. conducted in KSR 2400

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

#### **Assessment Data Across 4 years**

<b>Assessment Name</b>	<b>N=</b>	<b>% Meet/Exceed Standards</b>
Secondary Unit Plan	<b>65</b>	<b>15% met; 85% exceed</b>
Teacher Work Sample	<b>64</b>	<b>87% met; 13% exceed</b>
Methods Exit Interview	<b>129</b>	<b>5% met; 95% exceed</b>
Methods Clinical Experience	<b>129</b>	<b>88% met; 12% exceed</b>
Elementary & Secondary Observation Journals	<b>80</b>	<b>90% met; 10% exceed</b>
Peer Teachings	<b>32</b>	<b>95% met; 5% exceed</b>

### Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

**The data for each assessment are collected and analyzed each semester. During the year, PETE faculty meet and discuss patterns, trends and areas of strength and improvement in the results. Over the last 4 years, the data has not indicated the need for any major changes in the program, courses, or assessments. As national and state standards are modified, the PETE faculty will stay current with these changes and make adjustments to the program where needed to address the new standards.**

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

**Over the 4 years, PETE faculty have provided students with more opportunity to analyze and interpret data in KSR 3400/3401. This emphasis has proven to be very beneficial to students. The data indicates that students are becoming more proficient at analyzing data, interpreting it, and explaining what it means with respect to teaching and student learning. Students are becoming more skilled at communicating what the data means in the KSR 3400/3401 exit interviews. Since adding the health related fitness course to the program, PETE faculty were hoping to see a sharper rise in content test scores related to this section. While the pass scores have improved on this section of the content test, faculty are going to make more of an emphasis on content knowledge in the health related fitness course to address this portion more so on the content test.**

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

**PETE faculty continue to collect data, analyze it, and discuss patterns and trends in the data multiple times throughout the year. The faculty consistently discuss ways to improve the program and meet the needs of our students. The SLOs are consistently updated to reflect the ever-changing national and state standards. Courses include vital assessments that each faculty member are responsible for collecting. PETE faculty continue to reach out to PETE alumni to obtain their feedback on ways we make improve the program as well.**

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
8/1/17	NASPE SPA Team	Nationally recognized and accreditation until 2025

**Dean Review & Feedback**

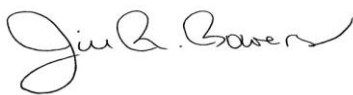
It is clear that the Physical Education Teacher Education Program faculty meet regularly to evaluate and discuss program changes. As such, the plan appears ready for data collection though we have suggestions for reporting.

1. The section on measures/instruments is where the descriptions that are currently in the “how is the information used” section.
2. The assessment data across 4 years is reported at the end, but needs to be in the “how is the information used” section and include target scores, results, and whether or not the targets were met for each measure/instrument. For example:

SLO	ULG	Measures/Instruments	How is this information used?
5	C, W	a. Secondary Unit Plan Completed after 5 weeks of teaching in a high school during KSR 3400	a. Secondary Unit Plan. Goal: 90% of students will successfully select or create authentic formal assessments that measure student short and long-term goals. Result: 64/65 (98%) students successfully demonstrated proficiency GOAL MET

3. We only need the last 2 years of data collected even though you are submitting the “four year” report.

Let us know if we can assist with program assessment in this next cycle.



\_\_\_\_\_  
Dean or designee

\_\_\_\_\_  
11/1/22  
Date

### **Academic Affairs – Review & Feedback: B.S. Physical Education Teacher Education**

The SLO plan indicates that faculty gather and assess data obtained each semester from direct assessment tools. Many of these tools are teaching plans that the students themselves produce after teaching for several weeks within local schools. These direct measures seem to be quite valuable as points for tracking progress and identifying areas for improvement. Just as the report notes the greater success of students in “becoming more skilled at communicating what the data means” in course exit interviews, it would be useful for data collection to treat each unique assessment instrument separately and to note the results of evaluating each goal.



Suzie Park, VPAA Office

2022-11-10

Date

The link below is our most recent SPA report for the Physical Education Teacher Education Licensure Undergraduate Program at EIU

<https://www.eiu.edu/assess/assessment/PETE%20KSR%20YR2%20Assessment%20Plan%20Oct%202020.pdf>