

Program Report for the Initial Preparation of Physical Education Teachers

SHAPE America

2017 Standards - Option A

Note: This form uses the SHAPE America Physical Education standards approved and released in 2017. Beginning in Spring 2019, all programs are required to respond to the 2017 SHAPE America standards.

COVER SHEET

1. Institution Name

2. City/State

3. Date submitted

| | | |
|----------------------|----------------------|----------------------|
| MM | DD | YYYY |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

4. Report Compiler's Information:

Name:

Phone:

Ext.

| | | | | |
|--------------------------|----------------------|---|----------------------|----------------------|
| (<input type="text"/>) | <input type="text"/> | - | <input type="text"/> | <input type="text"/> |
|--------------------------|----------------------|---|----------------------|----------------------|

E-mail:

5. CAEP Coordinator's Information:

Name:

Phone:

Ext.

| | | | | |
|--------------------------|----------------------|---|----------------------|----------------------|
| (<input type="text"/>) | <input type="text"/> | - | <input type="text"/> | <input type="text"/> |
|--------------------------|----------------------|---|----------------------|----------------------|

E-mail:

6. Name of institution's program

7. CAEP Category

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

(1) e.g. K-6, K-12, 7-12

9. Program Type
☐ First teaching license
10. Degree
☐ Baccalaureate
☐ Post Baccalaureate
☐ Master's, initial certification
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
14. Program report status:
☐ First Submission for review
☐ Response to National Recognition With Conditions
☐ Response to One of the Following Decisions: Further Development Required or Recognition with Probation
15. Is your Educator Preparation provider (EPP) seeking
☐ CAEP accreditation for the first time (initial accreditation)
☐ Continuing CAEP accreditation
16. State Licensure requirement for national recognition:
CAEP requires programs to provide complete performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. 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 SHAPE America standards. (Response limited to 4,000 characters)
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)
3. 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. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
4. 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.
5. 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, master's initial licensure) 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.

| Program: | | |
|---------------|---|--|
| | | |
| Academic Year | # of Candidates Enrolled in the Program | # of Program Completers ⁽²⁾ |
| | | |
| | | |
| | | |

(2) CAEP 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.

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

| | |
|--|------------------------------|
| Faculty Member Name | |
| Highest Degree, Field, & University ⁽³⁾ | |
| Assignment: Indicate the role of the faculty member ⁽⁴⁾ | |
| Faculty Rank ⁽⁵⁾ | |
| Tenure Track | <input type="checkbox"/> YES |
| Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾ | |
| | |

| | |
|--|--|
| Teaching or other professional experience in P-12 schools ⁽⁹⁾ | |
|--|--|

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) 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.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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 SHAPE America Standards/Components. 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)

| Type and Number of Assessment | Name of Assessment (10) | Type or Form of Assessment (11) | When the Assessment Is Administered (12) |
|---|-------------------------|---------------------------------|--|
| Assessment #1: Licensure assessment, or other content-based assessment (required) | | | |
| Assessment #2: Content knowledge in physical education (required) | | | |
| Assessment #3: Candidate ability to plan instruction (required) | | | |
| Assessment #4: Internship or clinical experiences (required) | | | |
| Assessment #5: Candidate effect on student learning (required) | | | |
| Assessment #6: Additional assessment that addresses SHAPE America standards (required) | | | |
| Assessment #7: Additional assessment that addresses SHAPE America standards (optional) | | | |
| Assessment #8: Additional assessment that addresses SHAPE America standards (optional) | | | |

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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

For each AAHPERD/NASPE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AAHPERD/NASPE standards.

1. Standard 1. Content and Foundational Knowledge
Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

[illegible]

2. **Standard 2. Skillfulness and Health-Related Fitness⁽¹⁾**
Physical education candidates are physically literate individuals who can demonstrate skillful performance⁽²⁾ in physical education content areas and health-enhancing levels of fitness.

[illegible]

(1) To assist individuals with special needs achieve the intent of Standard 2, physical education teacher education programs are allowed and encouraged to use a variety of accommodations and/or modifications to help candidates demonstrate skillful performance (e.g., modified or adapted equipment, augmented communication devices, multimedia devices) and fitness (e.g., weight programs, exercise logs).

(2) Skillful performance: A person's effective employment of techniques, tactics, strategies, rules and etiquette in the context of the activity.

3. Standard 3. Planning and Implementation

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.c Plan for and manage resources to provide active, fair and equitable learning experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Standard 4. Instructional Delivery and Management

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

| | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 4.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | | | | |

[illegible]

5. Standard 5. Assessment of Student Learning

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

#1 #2 #3 #4 #5 #6 #7 #8

[illegible]

6. Standard 6. Professional Responsibility

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

#1 #2 #3 #4 #5 #6 #7 #8

[illegible]

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards and components. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics, and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards and components should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards and components. Data tables should also be aligned with the SPA standards and components. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 components [each relating to specific SPA standard(s)/component(s)], then the data chart should report the data on each of the components rather than reporting a cumulative score.

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 to be aligned with the components in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills, and dispositions (Assessments 3 and 4)
- Impact 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 one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program;
- b. A description of how this assessment specifically aligns with the standards and components it is cited for in Section III. Cite SPA standards/components by number/letter (e.g., 1.a or 1.b);
- c. A brief analysis of the data findings; and
- d. An interpretation of how that data provide evidence for meeting standards/components, indicating the specific SPA standards and components by number/letter (e.g., 1.a or 1.b)

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each; however, in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a - d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge.

SHAPE America 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.a, b, c, d and 2.e,f, g) as outlined in the directions for Section IVA complete description of the assessment should be included (format of the exam, content area sub-scores).

2. Assessment of content knowledge in the field of physical education.

SHAPE America standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; portfolios; health-related fitness Assessments; assessments of fundamental movement skills; and assessments of performance-competency and game play. (Assessment Required)

Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. SHAPE America 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.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. SHAPE America standards that could be addressed in this assessment include Standards 3 and 4. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

5. Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning. SHAPE America 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, IEP's, case studies, or implemented unit plans. (Assessment Required)

Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

6. Additional assessment that addresses SHAPE America 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.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

7. Additional assessment that addresses SHAPE America standards. Examples of assessments include evaluations of field experiences, teacher candidate work sample, case studies, IEPs, or other appropriate assessments. (optional)

Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

8. Additional assessment that addresses SHAPE America standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks and licensure tests not reported in #1. (optional)

Provide assessment information (items 1.a, b, c, d and 2.e, f, g) as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. 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 learning.

(Response limited to 12,000 characters)

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. 1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>
2. 2. For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

(Response limited to 24,000 characters.)

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