

Program Report for the Initial Preparation of Physical Education Teachers

SHAPE America

2017 Standards - Option B

Note: This form uses the SHAPE America standards approved by CAEP in 2016. 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
 / /

4. Report Compiler's Information:

Name of Preparer:

Phone: - Ext.

E-mail:

5. CAEP Coordinator's Information:

Name:

Phone: - Ext.

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, 5-9

9. Program Type
- First Teaching License
 - Advanced Teaching
 - 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
-
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 data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer 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

- Description of any state or institutional policies that may influence the application of SHAPE America standards. (Response limited to 4,000 characters)
- 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)
- 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.)
- 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.
- 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.

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.

- 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⁾	
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(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 assessments that are being submitted as evidence for meeting the SHAPE America Standards. 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: Assessment of student learning (required)			
Assessment #3:			
Assessment #4:			
Assessment #5:			
Assessment #6:			
Assessment #7:			
Assessment #8:			

(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

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.

	#1	#2	#3	#4	#5	#6	#7	#8
1.a Describe and apply common content knowledge for teaching preK-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"/>
1.b Describe and apply specialized content knowledge for teaching preK-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"/>
1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 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"/>
1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 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"/>
1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 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"/>
1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Standard 2. Skillfulness and Health-Related Fitness¹
Physical education candidates are physically literate individuals who can demonstrate skillful performance² in physical education content areas and health-enhancing levels of fitness.

	#1	#2	#3	#4	#5	#6	#7	#8
2.a Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.b Achieve and maintain a health-enhancing level of fitness throughout the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(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.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 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. The key assessments must 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 should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. 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)], then the data chart should report the data on each of the components rather than reporting a cumulative score.

A program is free to select the types of assessments within the following constraints:

- A program cannot use more than 8 key assessments. There is no minimum requirement.
- Assessments should be required of all candidates.
- The program must include the state licensure test in the program area for assessment #1. This requirement is waived if there is no state licensure test in the program area. 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.
- One assessment must demonstrate candidate effects on student learning.
- In their entirety, the assessments and data should demonstrate that candidates have mastered the SPA standards.

Program must submit the following documentation:

(1) A rationale making the case that the key assessments, taken as a whole, demonstrate candidate mastery of the SPA standards.

and

(2) Assessment Documentation

For each assessment attach one document that includes the following 3 items:

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

The responses for a, b, and c (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 (a, b, and c above) into a single file. That is, create one file for Assessment #4 that includes the assessment itself (item a above), the scoring guide (item b above), and the data chart (item c 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. Rationale: Attach a narrative outlining your case that the assessments, taken as a whole, demonstrate candidate mastery of the SPA standards. (Character limit 40,000 characters)
2. 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 as outlined in the directions for Section IV.

3. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on 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, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information as outlined in the directions for Section IV.

4. Provide assessment information as outlined in the directions for Section IV
5. Provide assessment information as outlined in the directions for Section IV
6. Provide assessment information as outlined in the directions for Section IV
7. Provide assessment information as outlined in the directions for Section IV
8. Provide assessment information as outlined in the directions for Section IV
9. Provide assessment information as outlined in the directions for Section IV

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

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. 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>

Please click "Next"

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