

Cover Sheet

Name of Institution: Rowan University

State: New Jersey

SPA: NASPE

Name and Type of Assessment: Foundation and Pedagogy Course Grade Point Average; Course Grades and GPA

Cycle Submitted: Fall 2009

PLEASE NOTE: This assessment was chosen by the appropriate SPA as an example of a high quality assessment that meets some (but most likely not all) of the SPA Standards. The program has given NCATE permission to disseminate this assessment publicly. If the data submitted were derived from 10 or fewer candidates, the data were deleted from the report in order to ensure confidentiality. Faculty information has also been removed to ensure confidentiality.

If a program uses this without substantial modification, the program should provide attribution to the university that developed the assessment.

ASSESSMENT #2: CONTENT KNOWLEDGE
Assessment of Content Knowledge in Physical Education
Foundation and Pedagogy Course Grade Point Average (GPA)

1. Assessment Description

This assessment consists of a cumulative GPA in twelve (12) required courses that address content knowledge for Physical Education Teacher Candidates (see Attachment A). Teacher Candidates must maintain a 3.0 (out of a 4.0) cumulative grade point average, with no grades below C- to remain in the program and to enter practicum and Clinical Practice (Student Teaching). The Teacher Candidates' major advisor records and tracks these requirements throughout the program.

Attachments B1 and B2 are scoring guides developed with the faculty in the Department of Health & Exercise Science that define the course letter grades from A to F. The first scoring guide (Attachment B1) is used for foundation courses (i.e., structure and function of the human body, kinesiology, exercise physiology, and foundations of fitness and motor development). The second scoring guide (Attachment B2) is used for the pedagogy and content courses (i.e., teaching concepts of elementary physical education, rhythmic activities, teaching concepts of individual and dual sports, teaching concepts of team sports, adapted physical education, teaching in learning communities, and K-12 Health and Physical Education curriculum and instruction). All courses are offered within the Health & Exercise Science Department in the College of Education.

2. Alignment Between Assessment and NASPE/NCATE Standards

Courses Required of All Teacher Candidates Seeking a BA in Education with a Specialization in Health & Physical Education	Alignment with NASPE/NCATE Standards
PHED 35.241 Structure & Function of the Human Body I (3 sh)	1.1
PHED 35.242 Structure & Function of the Human Body II (3 sh)	1.1
PHED 35.343 Kinesiology (3 sh)	1.5
PHED 35.344 Exercise Physiology (3 sh)	1.1
PHED 35.270 Foundations of Fitness and Motor Development (3 sh)	1.2, 1.3, 1.5, 2.1, 2.2, 2.3
PHED 35.228 Rhythmic Activities & Forms (3 sh)	1.3, 1.5
PHED 35.231 Teaching Concepts of Individual & Dual Sports (3 sh)	1.3, 1.5, 2.1, 2.3
PHED 35.205 Teaching Concepts of Team Sports (3 sh)	1.1, 1.2, 1.3, 1.5, 2.1, 2.3
PHED 35.336 Teaching Concepts of Elementary Physical Education (3 sh)	1.3, 1.5
PHED 35.452 Adapted Physical Education (3 sh)	1.2, 1.3, 1.4, 1.5
PHED 35.286 Teaching In Learning Communities II: Foundations of HPE (3 sh)	1.4
PHED 35.450 K-12 Health & Physical Education Curriculum & Instruction (3 sh)	1.4

3. Data Analysis

The data presented in Attachment C includes the GPA that represents the 12 foundation and pedagogy/content courses. In addition, course grades achieved for the 57 Teacher Candidates are listed. Blank cells indicate satisfactory grades that have transferred in for that course. In alignment with NCATE guidelines, transfer student grades are not included in GPA; however, credits for taking a course are transferred and counted towards degree completion. Additionally, GPA is

strictly based on courses taken at Rowan University, in the Department of HES. There are a large number of junior transfers and some senior transfers in the teacher certification program.

The data demonstrates that the overall Teacher Candidates' GPA mean score of 3.35 is above the required departmental mean score of a 3.0; however, 6 of the Teacher Candidates were below the 3.0 required mean score. The Teacher Candidates that scored below the 3.0 required course grade are mandated to retake the foundational and/or pedagogical/content courses in which they scored a C- or lower to increase their GPA.

The (5) five foundational course grades reveal an overall mean grade of 3.08. The lowest mean scores, noted in parentheses, were for PHED 35241 Structure & Function I (2.82) and for PHED 35343 Kinesiology (2.83). Highest mean grade was for PHED 35270 Foundations of Fitness & Motor Development (3.58). The mean score for the (7) seven pedagogical/content courses was a 3.48 overall. The lowest mean scores, noted in parentheses, were for PHED 35228 Rhythmic Activities (3.23), PHED 35205 Teaching Concepts of Team Sports (3.27), and PHED 35286 Teaching and Learning Communities II: Foundations of HPE (3.26). Highest mean grades were for PHED 35452 Adapted Physical Education (3.84), PHED 35231 Teaching Concepts of Individual and Dual Sports and PHED 35336 Teaching Concepts of Elementary Physical Education (3.66) as well as PHED 35450 K-12 Health and Physical Education Curriculum and Instruction (3.46) which met the mean criteria. All Teacher Candidates meet (acceptable) or exceed (target) expectations based on NASPE standards 1.1-1.5 (scientific and theoretical knowledge).

4. Interpretation of the Data as Evidence for Meeting Standards

All Teacher Candidates meet (acceptable) or exceed (target) expectations based on NASPE standards 1.1-1.5 (scientific and theoretical knowledge). Based on the comparison of the mean score for the Foundation courses (3.08) as compared to the Pedagogical/Content mean (3.48) it is apparent that our Teacher Candidates score higher in the pedagogy/content. It can be hypothesized that many of our Teacher Candidates excel with and are more comfortable in the "activity" courses. Second, there are some differences in types of assessments used between the instructors of each set of courses (pedagogy faculty teach the pedagogy courses and exercise science faculty teach the science courses). For example, the assessments in the science courses are primarily objective and focus on the cognitive domain while the pedagogy/content courses also include subjective assessments such as micro teaching, projects and applied knowledge within the psychomotor, cognitive and affective domains. Third, Teacher Candidates may benefit from more "authentic" assessments, such as micro teaching, and/or more variability of assessments (written tests, micro teaching, essays, planning, etc.) in the pedagogy courses. Finally, there are some assessments in the pedagogy/content courses that encourage the Teacher Candidates to revise various assignments. For example, Teacher Candidates are encouraged to re-submit a lesson plan based on feedback provided by the instructor. In an effort to increase mean scores, instructors will continue to meet students, individually or in groups, to provide additional instruction when needed. Instructors will also review individual courses taught and revise forms of assessment where necessary.

5. Attachments of Assessment Documentation

- Attachment A: Assessment Tool (HPE Foundation and Pedagogy/Content Physical Education GPA Calculation Guidelines and Requirements)
- Attachment B1: Scoring Guide (Grading Guidelines: Foundation Courses)
- Attachment B2: Scoring Guide (Grading Guidelines: Pedagogy/Content Courses)
- Attachment-C: Data Spring 2009 for Foundation and Pedagogy/Content Courses GPA

ATTACHMENT A: ASSESSMENT TOOL
HPE FOUNDATION AND PEDAGOGY/CONTENT PHYSICAL EDUCATION GPA CALCULATION
GUIDELINES AND REQUIREMENTS

- Grades in twelve (12) classes that contain a predominance of content knowledge in physical education (see below) taken at or transferred to Rowan are to be used to calculate Physical Education GPA.
- A Health & Physical Education GPA must be 3.0 or higher for eligibility for Clinical Practice/Student Teaching (overall GPA must be 2.75 or higher).
- Grades for all twelve courses, whether taken at Rowan or another institution, must be C- or higher.

GUIDELINES FOR DETERMINING ELIGIBILITY FOR BACHELOR OF EDUCATION, SPECIALIZATION IN HEALTH & PHYSICAL EDUCATION (HPE TEACHER CERTIFICATION) AND CLINICAL PRACTICE (STUDENT TEACHING)

All traditional and transfer Teacher Candidates interested in pursuing certification in Health & Physical Education and/or seeking enrollment in Clinical Practice (student teaching) must meet the following requirements:

For entry into the HPE Teacher Certification Program:

1. Overall GPA* of 2.5 or above
2. Grades of C- or better in all classes
3. “Meets Expectations” on dispositional reports from College of Education instructors and cooperating teachers
4. Passing score on Praxis I/PPST Exam (Reading: 175; Math: 174; Writing: 173)
5. Completion of at least 12 semester hours of Required and/or Restricted Elective courses (as listed below)

For enrollment in Clinical Practice (Student Teaching):

1. Health & Exercise Science (HES) Major course GPA of 3.0 or above
2. Grade of C- or better in all HES major classes
3. Passing score (151) on the PRAXIS II exam (Health & Physical Education: Content Knowledge [0856])
4. Overall GPA of at least 2.75
5. Acceptable dispositional report(s) from university instructors and cooperating teachers
6. “Meets Expectations” on all assessment outcomes for practicum in Health & Physical Education.

* “Health & Physical Education Teacher Certification GPA” is to be calculated using only those grades from courses in the foundations courses and pedagogy courses listed below. The other required courses in the HPE teacher certification strand are listed on the right.

ATTACHMENT A: ASSESSMENT TOOL (CONTINUED)

REQUIRED FOUNDATION AND PEDAGOGY COURSES MOST RELATED TO CONTENT KNOWLEDGE for HPE Teacher Certification Track (30 required credits)
Foundation Courses:
PHED 35.241 Structure & Function of the Human Body I (3 sh)
PHED 35.242 Structure & Function of the Human Body II (3 sh)
PHED 35.343 Kinesiology (3 sh)
PHED 35.344 Exercise Physiology (3 sh)
PHED 35.270 Foundations of Fitness and Motor Development (3 sh)
Pedagogy/Content Courses:
PHED 35.228 Rhythmic Activities & Forms (3 sh)
PHED 35.231 Teaching Concepts of Individual & Dual Sports (3 sh)
PHED 35.205 Teaching Concepts of Team Sports (3 sh)
PHED 35.336 Teaching Concepts of Elementary Physical Education (3 sh)
PHED 35.452 Adapted Physical Education (3 sh)
PHED 35.286 Teaching In Learning Communities II: Foundations of HPE (3 sh)
PHED 35.450 K-12 Health & Physical Education Curriculum & Instruction (3 sh)

OTHER REQUIRED FOUNDATION AND PEDAGOGY COURSES for HPE Teacher Certification Track not included in GPA (15 required credits)
PHED 35235 Safety/First Aid & Prevention
HLTH 37325 Teaching Concepts of Health I
HLTH 37326 Teaching Concepts of Health II
HLTH 37435 School Health Program Planning

ATTACHMENT B1: SCORING GUIDE
GRADING GUIDE: FOUNDATION COURSES FOR TEACHER CERTIFICATION
HEALTH AND EXERCISE SCIENCE DEPARTMENT, ROWAN UNIVERSITY

A

- Clearly understands and is able to communicate ideas and concepts related to the interrelationship between all body systems, both orally and in written form.
- Can thoroughly explain the factors and underlying causes of chronic diseases associated with lack of physical activity, poor nutrition, and inappropriate lifestyle habits, using sound scientific concepts and terminology.
- Is able to thoroughly assess risk factors, parameters of fitness, and nutritional habits within their students and facilitate modifications to improve these areas.
- Can identify and define the ten components of health and performance related fitness with a high degree of accuracy and use of scientific terminology.
- Shows high potential for motivating students to develop individualized lifelong physical activity, nutritional and lifestyle programs.
- Explains important historical, philosophical, social and legal issues related to physical activity, physical education and sport
- Demonstrates mastery of course content at a high level.

B

- Understands and is able to communicate ideas and concepts related to the interrelationship between all body systems, both orally and in written form.
- Can consistently explain factors and underlying causes of chronic diseases associated with lack of physical activity, poor nutrition, and inappropriate lifestyle habits, using appropriate scientific terminology
- Shows consistent ability to assess risk factors, parameters of fitness, and nutritional habits within their students and facilitate modifications to improve these areas.
- Can identify and define the ten components of health and performance related fitness with a high degree of accuracy.
- Shows ability to motivate students to develop individualized lifelong physical activity, nutritional and lifestyle programs.
- Identifies important historical, philosophical, social and legal issues related to physical activity, physical education and sport
- Demonstrates a strong understanding of course content.

C

- Has general knowledge of concepts related to the interrelationship between all body systems, both orally and in written form.
- Is able to explain the factors and underlying causes of chronic diseases associated with lack of physical activity, poor nutrition, and inappropriate lifestyle habits, using limited scientific terminology
- Shows ability to assess some risk factors, parameters of fitness, and nutritional habits within their students and to facilitate some modifications to improve these areas.
- Can identify and define the ten components of health and performance related fitness with some accuracy.

- Shows some ability to motivate students to develop individualized lifelong physical activity, nutritional and lifestyle programs.
- Is able to identify some historical, philosophical, social and legal issues related to physical activity, physical education and sport.
- Demonstrates some mastery of course content.

D

- Has a basic foundation of ideas and concepts related to the interrelationship between all body systems, both orally and in written form.
- Little demonstrated ability to explain the factors and underlying causes of chronic diseases associated with lack of physical activity, poor nutrition, and inappropriate lifestyle habits; little or no use of scientific terminology.
- Limited ability to assess risk factors, general fitness, and nutritional habits within their students and facilitate modifications to improve these areas.
- Can identify components of health and performance related fitness with some accuracy.
- Little demonstrated ability to motivate students to develop individualized lifelong physical activity, nutritional and lifestyle programs.
- Little evidence of identifying historical, philosophical, social and legal issues related to physical activity, physical education and sport.
- Demonstrates limited mastery of course content.

F

- Unable to communicate basic foundational ideas and concepts related to the interrelationship between all body systems, both orally and in written form.
- Unable to explain the factors and underlying causes of chronic diseases associated with lack of physical activity, poor nutrition, and inappropriate lifestyle habits.
- Unable to assess risk factors, fitness, and nutritional habits within their students and facilitate modifications to improve these areas.
- Unable to identify components of health and performance related fitness
- Unable to motivate students to develop individualized lifelong physical activity, nutritional and lifestyle programs.
- No evidence of identifying historical, philosophical, social and legal issues related to physical activity, physical education and sport.
- Demonstrates no mastery of course content.

ATTACHMENT B2: SCORING GUIDE
GRADING GUIDE FOR PEDAGOGY/CONTENT COURSES FOR TEACHER CERTIFICATION
HEALTH AND EXERCISE SCIENCE DEPARTMENT, ROWAN UNIVERSITY

A

- Identifies critical skill elements of proficient motor performance skills, movement concepts and strategies in a wide variety of physical activities
- Consistently applies anatomical, physiological, biomechanical and psychological concepts to movement skills and concepts in a wide variety of physical activities.
- Demonstrates knowledge of relationship between state and national standards and aligns lesson objectives with appropriate state standards
- Consistently identifies and selects developmentally appropriate, creative and intrinsically motivating practice activities and environments for teaching and learning.
- Demonstrates mastery in motor skills, movement patterns and strategies in a variety of physical activities, and in health related fitness.
- Explains legal issues related to physical activity, physical education and sport
- Demonstrates mastery of course content at a high level.

B

- Identifies critical skill elements of proficient motor performance skills, movement concepts and strategies in a variety of physical activities
- Applies anatomical, physiological, biomechanical and psychological concepts to movement skills and concepts in a variety of physical activities.
- Demonstrates knowledge of state and national standards and aligns lesson objectives with relevant state standards
- Identifies and selects developmentally appropriate and intrinsically motivating practice activities and environments for teaching and learning.
- Demonstrates competency in motor skills, movement patterns and strategies in a variety of physical activities, and in health related fitness.
- Identifies legal issues related to physical activity, physical education and sport
- Demonstrates mastery of course content.

C

- Identifies relevant skill elements of proficient motor performance skills, movement concepts and strategies in a variety of physical activities
- Sometimes applies anatomical, physiological, biomechanical and psychological concepts to movement skills and concepts in physical activities.
- Demonstrates some knowledge of state standards and can align lesson objectives with state standards
- Identifies and selects developmentally appropriate activities and environments for teaching and learning.
- Demonstrates some competency in motor skills, movement patterns and strategies in a limited range of physical activities, and in health related fitness.
- Is able to identify some legal issues related to physical activity, physical education and sport
- Demonstrates mastery of some course content.

D

- Sometimes identifies relevant skill elements of proficient motor performance skills, movement concepts and strategies in a variety of physical activities
- Rarely applies anatomical, physiological, biomechanical and psychological concepts to movement skills and concepts in physical activities.
- Demonstrates little knowledge of state standards and can align lesson objectives with state standards
- Identifies and selects activities and environments for teaching and learning which are relevant but not intrinsically motivating or creative.
- Demonstrates minimal competency in motor skills, movement patterns and strategies, or in health related fitness.
- Limited ability to identify legal issues related to physical activity, physical education and sport
- Demonstrates minimal mastery of course content.

F

- Rarely identifies relevant skill elements of proficient motor performance skills, movement concepts and strategies in a variety of physical activities
- Does not apply anatomical, physiological, biomechanical and psychological concepts to movement skills and concepts in physical activities.
- Demonstrates no knowledge of state standards.
- Unable to identify or select appropriate activities and environments for teaching and learning.
- Demonstrates little or no competency in motor skills, movement patterns and strategies, or in health related fitness.
- Unable to identify legal issues related to physical activity, physical education and sport
- Demonstrates no mastery of course content.

ATTACHMENT C: DATA Spring 2009 for Foundation and Pedagogy/Content Courses GPA

TC	GPA	35241 S&F I	35242 S&F II	35343 Kines.	35344 Ex. Phys	35270 Fit. Motor	35228 Rhythm	35231 In/Dual	35205 Team Sport	35336 ElmPE	35452 APE	35286 TLCII	35450 K-12
Mean (n=57)	3.35	2.82	3.12	2.83	3.09	3.58	3.23	3.66	3.27	3.66	3.84	3.26	3.46