

CONTINUOUS ASSESSMENT PLAN, 1999-2000 KINESIOLOGY P-12, INITIAL TEACHER PREPARATION PROGRAM

Introduction

A student's progress through all teacher preparation programs is continuously monitored, assessed, and reviewed. In addition to typical evaluation processes that occur as part of their course work and field placements, students will be assessed a minimum of three times during their program by representatives of their respective Program Faculty.

The three assessments will occur upon entry into the Teacher Education Program (TEP), at a midpoint in the program (no later than the semester prior to student teaching), and as students exit the program following student teaching. Assessments will include, but are not limited to: (a) basic skills assessment, (b) review of grades via transcript, (c) personal and professional skills assessed during interviews with Program Faculty, when taking campus based courses, and during field experiences, (d) portfolio documents, and (e) continued adherence to the Kentucky Professional Code of Ethics.

Following admission to a teacher education program, if problems have been identified at any of assessment points, Program Faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student. In addition, if specific strengths are recognized during these assessments, the student will be commended.

The contents of the continuous assessment plans are based on the Kentucky Teacher Performance Standards, Program of Studies for Kentucky Schools, Educational Professional Standards Board (EPSB) policies, The National Association for Sport and Physical Education (NASPE), and the National Council for the Accreditation of Teacher Education (NCATE).

Compliance with Standards for Admission to Teacher Education Program

1. Candidates for admission must have completed at least 60 semester hours.
2. Candidates for admission must demonstrate academic achievement by earning a minimum overall grade point average of 2.50.
3. Candidates for admission must certify their knowledge of the Kentucky Professional Code of Ethics and must sign a declaration of eligibility for certification.
4. Candidates for admission must demonstrate aptitude for teaching by presenting three letters of recommendation from individuals who can attest to the candidate's potential success in teaching.
5. Candidates must present an Admissions Portfolio.

Directions for Submitting Portfolio

An admissions portfolio is a required part of the application process, and should be submitted to Room 100 Seaton Building at least one week prior to your TEP interview. Late portfolios will not be accepted. Failure to submit the portfolio at least one week prior to the interview will result in a delay of the TEP interview for one semester. Portfolios can be picked up from 100 Seaton Building after admission decisions have been made.

6. Candidates for admission must demonstrate an acceptable level of skills in written communication. This will be assessed through a required writing task (definition and philosophy statements) prior to the interview.
7. Candidates for admission must demonstrate an acceptable level of skills in oral communication. The program faculty will assess this at the time of the admissions interview.

8. Candidates for admission must present acceptable scores on one of the following standardized test:

ACT, with minimum composite score of 21

SAT minimum composite score of 990 (combination of verbal and quantitative). A minimum grade of "B" on a college level written composition course must accompany the SAT scores. Composition courses normally used to fulfill this requirement include ENG 101, ENG 102, ENG 105, ENG 305, or an equivalent course from another institution. Advanced Placement English used to fulfill the University Studies Program (USP) writing requirement may also be used.

PRAXIS Core Battery Communication Skills (646 required) and General Knowledge 9643 required) tests.

PRAXIS Reading Test (173 paper, 320 computer), Mathematics (173 paper, 318 computer), and Writing (172 paper, 318 computer).

9. Rules accompanying the basic skills testing requirements are as follows:

No standardized test scores older than eight years can be used to meet this requirement.

Only students who hold a bachelor's degree may use GRE scores.

Students may retake sub-tests in multi-part tests.

Introductory Courses for Education

The courses below must be completed or in the process of completing prior to admission to the program. The Program Faculty may conditionally admit students currently taking a required course (s). A grade of "C" or better must be earned in all required courses. Conditionally admitted students not receiving a grade of "C" or better in a required course(s) will be denied admission.

EDP 202-3 Human Growth and Development

KHP 263-3 Curriculum Design and Development Sports Skills in the Elementary School

Related Studies Requirements

The courses below must be completed or in the process of completing prior to admission to the program. The Program Faculty may conditionally admit students currently taking a required course(s). A grade of "C" or better must be earned in all required courses. Conditionally admitted students not receiving a grade of "C" or better in a required course(s) will be denied admission.

KHP 115-1 Gymnastics

KHP 157-1 Track and Field

Data Source: Admissions Data

The Admissions Portfolio should contain the following documentation:

An Autobiography in which you communicate information about yourself and your school experiences. Give a rationale for choosing a career in teacher education.

1. A **list of experiences you have had working with children** and the amount of time spent in each experience. Also list separately any previous experience related to physical education, fitness, etc. Describe what you have learned about working with children from these experiences. This entry should not exceed two double-spaced typed pages. **Pre-professional courses at UK or other colleges can count toward this component (e.g., EDP 202, EDP 203, EPE 301, etc.).**
3. Your **definition of physical education and a philosophy of physical education.**
4. One **portfolio entry from each physical education course** taken in our Department prior to your TEP interview.
5. A list of community service activities.
6. Kinesiology and Health Promotion Candidate Information Sheet.
7. Sports Participation Inventory.

Compliance with Standards for Retention in Teacher Education Program

1. The progress of candidates who have been admitted to a Teacher Education Program is continuously monitored. Some of the items which are monitored are: (a) whether a student continues to earn grades of "C" or better in professional education classes, (b) whether a student continues to demonstrate adherence to the EPSB Professional Code of Ethics, and (d) whether adequate progress is being made in building the Working Portfolio.
2. If problems are identified, program faculty will determine a plan for addressing the problems and implement the plan including feedback and direction to the student.
3. Prior to the student teaching semester, each candidate will be asked to provide evidence in the form of the Retention Portfolio to demonstrate the acquisition of skills related to teaching in the chosen subject field, and to document progress in any identified problem areas. The appropriate program faculty will review each candidate's portfolio, and continued progress through the program will be contingent on the results of this midpoint review.
4. Admission to student teaching requires a successful midpoint assessment review and recommendation by the program faculty that the candidate be allowed to student teach.

Data Source: Retention Data

The **Retention Portfolio** should contain the following documentation:

1. A **revised Physical Education philosophy.**
2. Your **definition of Physical Education.**
3. A summary of all observation experiences and teaching experiences in physical education.
4. A **unit plan** in physical education.
5. A **performance assessment task.**
6. A **curriculum planning map.**
7. Samples (2) of **best lesson plans.**
8. Evidence of ability to locate physical education information on the World Wide Web by including four separate articles from good sources on one physical education topic.
9. Evidence of ability to use a computer program to calculate grades: Actual grade calculations will be included in the portfolio.

10. Evidence of ability to advocate for physical education by writing a letter to a site-based council, local newspaper, etc. to advocate for a position related to health in the schools.

Directions for Submitting Portfolio

This portfolio is a continuous assessment in that the portfolio will be turned in to the instructor during each of the following classes: KHP 344 and KHP 360. A checklist will be provided that specifies which portfolio pieces are required for that particular class. The instructor of the course will specify the due date for the portfolio.

Portfolio Entries Assigned for Each Class:

1. KHP 344

Philosophy of Secondary Physical Education

Definition of Physical Education

Secondary Curriculum Planning Map

Secondary Unit Plan

Performance Assessment Task

Lesson Plans (5) one each selected from the following activity courses: KHP 147,

KHP 150, KHP 153, KHP 154, KHP 155, KHP 156, KHP 157, KHP 159,

KHP 160, KHP 161, KHP 162, KHP 163*

Letter to site-based council or local paper advocating a position related to secondary physical education in schools

Summary of observation experiences and teaching experiences in secondary physical education

Evidence of ability to locate physical education information on the World Wide Web

Evidence of ability to use a computer program to calculate grades

*Lesson plans must be from five different activity courses.

Portfolio must contain graded and corrected lesson plans.

2. KHP 360

Philosophy of Elementary Physical Education

Elementary Curriculum Planning Map

Elementary Unit Plan

Program Assessment Task

Letter to site-based council or local paper advocating a position related to elementary physical education in schools

Summary of observation experiences and teaching experiences in elementary physical education

Evidence of ability to use a data based computer program for continuous progress assessment

Compliance with Standards for Exit from the Teacher Education Program

1. All candidates for completion of a Teacher Education Program with a recommendation to the Kentucky Education Professional Standards Board that a teaching license be issued, must continue to meet all standards for admission and retention at the time of exit.
2. At exist, all teacher certification candidates must present an Exit Portfolio for review by the appropriate program faculty. The Exit Portfolio will be organized by Kentucky New Teacher Standards and will include a mix of items selected by the candidate and required by the particular program faculty.

3. The program faculty must certify that a review of the Exit Portfolio has demonstrated the candidate has met all of the Kentucky New Teacher Standards as a prerequisite for granting the bachelor's degree in education and the recommendation to the EPSB for a granting of a state teaching certificate (license).
4. Prior to exit from the teacher certification program, candidates must have successfully completed all On-Demand Portfolio Tasks required by the EPSB.

Data Source: Exit Data

The **Exit Portfolio** should contain the following documentation:

1. Page 1: Table of Contents
2. Page 2: Long term teaching schedule
3. Resume
4. Statement of Philosophy of Physical Education
5. For **Standard I: Designs/Plans Instruction**
Lesson plans and supporting materials
Interdisciplinary, instructional unit plans
6. For **Standard II: Creates & Maintains an Effective Learning Climate**
Plans to enhance student attitudes & motivation
Strategies for individualizing instruction
Materials adapted to meet needs of individuals or groups
7. For **Standard III: Implements & Manages Instruction**
Description of classroom management system
List of classroom routines and rules
Videotapes of special teaching events with written critiques
8. For **Standard IV: Assesses and Communicates Learning Results**
Samples of tests student teacher has constructed
Examples of feedback the student teacher has given to students based on tests or
Assessment activities they have completed
Samples of reports to parents about student progress
9. For **Standard V: Reflects on and Evaluates Specific Teaching/Learning Situations**
Statement indicating understanding of expectations after each observation team
Meeting
Plans how to assess the impact of a series of activities on students Journal entries*
10. For **Standard VI: Collaborates with Colleagues, Parents, & Others**
Record of parent conferences
Letters and newsletters to parents
Notes from meetings (faculty; site-based council, etc.)*
Information and/or material related to committee work
Notes to and from colleagues about collaborative projects
11. For **Standard VII: Engages in Professional Development**
Documentation of any professional development activities*
12. For **Standard VIII: Demonstrates Knowledge of Content**
Samples of student work*

Data Source: Follow-up Data

A survey will be administered to graduating students at the end of their student teaching semester. Also, six months after student teaching completion, surveys will be sent to recent graduates and principals of the school in which they are employed. Data gathered from these surveys will be used to evaluate the Kinesiology program and make necessary changes. The Program Faculty will work with students who are completing the Kentucky Teacher Internship Program (KTIP) and will help them successfully complete their internships.

Description of how Data Are Used to Improve the Effectiveness of Teacher Candidates and the Overall Program

Student Interviews

Interviews with students are used as one method to determine if the teacher preparation program is preparing our students adequately and ensuring the program consistently addresses and integrates the appropriate performance standards. Students are interviewed as part of the admission process to the Teacher Education Program (TEP). Students also have individual conversations with their mentors after having been admitted to TEP. Finally, students go through an exit interview just after having completed student teaching. As part of these interviews and conversations, TEP faculty asks for and receives comments about the program and where there might be weaknesses. These weaknesses are then discussed and addressed in Program Faculty meetings and appropriate changes are made in the program.

Feedback from Public School Teachers

Students in our program are required to complete numerous field placement hours in addition to their student teaching. Our faculty seeks out suggestions from supervisors in the field. These teachers point out weaknesses that our students have. In turn, the Program Faculty addresses these weaknesses and attempts to make changes in the curriculum accordingly.

Examination of Portfolios

The Program Faculty in our Department examines the students' portfolios and if there is a consistent weakness in the portfolios, those problems are brought to the attention of the Program Faculty and an attempt is made to address them.

Observation of Student Teachers

This is one of the main ways we identify weaknesses in our program. Student teachers are observed, and if they are having specific programs during their student teaching, these problems are discussed in program faculty meetings. In some cases, particularly when other student teachers are having or have had the same problem, curricular or policy changes are made.