

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Health and Physical Education BS

As of: 11/17/2016 09:39 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

---

The Health and Physical Education K -12 teacher certification program trains it's graduates to be teachers that prepare their students with the psychomotor skills, knowledge, and dispositions to be physically active and optimally healthy throughout their lives. The unit's purpose is to prepare qualified professionals that institute best teaching practices in Louisiana and nationally.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

---

#### **SLO 1: PE Knowledge**

**Students will be able to demonstrate the physical education knowledge and disciplinary concepts related to the development of a physically educated person.**

#### Related Measures

##### **M 1: Praxis II**

Praxis II (a standardized national test) scores for Physical Education Content Knowledge (0091).

Source of Evidence: Standardized test of subject matter knowledge

#### **Target:**

All students are required to meet state and national requirements for passing Praxis II (a standardized national test) scores for Physical Education Content Knowledge (0091).

Number of students assessed: 6

#### **Finding (2015-2016) - Target: Met**

During the evaluation period, eleven (11) students took Praxis II. All students were able to pass the Praxis II and graduate. Although some students did not pass upon the first attempt, that was attributed to a change in format of the test to include additional health content. Students who did not pass were counseled individually on preparation and strategy for passing the exam and subsequently passed.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Praxis II**

Qualifying scores are established by the Louisiana State Department of Education. All students must meet or exceed those criterion scores to graduate. The one (1) student who did not pass was counseled on strategies for better performance and will retake the exam.

**Established in Cycle:** 2009-2010

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Praxis II | **Outcome/Objective:** PE Knowledge

### **Evaluation of Student Teaching Internship**

The faculty will begin discussions about engaging in the Phase I and Phase II residency program with other teacher preparation programs in the College.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Lesson Plan | **Outcome/Objective:** Lesson Plan

**Measure:** Management Plan | **Outcome/Objective:**  
Management Plan

**Measure:** Praxis II | **Outcome/Objective:** PE Knowledge

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

---

### **O/O 2: Management Plan**

**Students will be able to demonstrate the ability to manage and motivate classes by creating safe learning environments, encouraging positive social interaction, active engagement in learning and self motivation.**

#### **Related Measures**

#### **M 2: Management Plan**

All students develop a written Management Plan for elementary grade levels in KNES 301 and a second one for secondary grade levels in KNES 449. During the Teacher Internship, candidates refine their Management Plans specific to their elementary and secondary Teacher Internship placements. The plans are evaluated by their Cooperating Teacher and their University Supervisor using a standardized rubric that has been evaluated by a NASPE/NCATE accreditation team. Number of students assessed: 6

Source of Evidence: Academic direct measure of learning - other

#### **Connected Document**

[Rubric for Management Plan](#)

#### **Target:**

100 % of students must pass the management plan in order to meet the requirements for successfully completing student teaching. The student must meet the established criteria of "Competent" or "Highly Effective" on the appropriate rubric.

#### **Finding (2015-2016) - Target: Met**

Of the eleven (11) students submitting Management Plans during the evaluation period, all earned Highly Effective ratings on their plans. The high pass rate is not surprising given that they have prepared multiple Management Plans throughout their undergraduate course work. Further, their university supervisor is available to guide them if they are experiencing any difficulties.

#### **Related Action Plans (by Established cycle, then alpha):**

**Management Plan**

If a student does not meet the required level of performance on the management plan, they are counseled on their specific areas of weakness, they revised the plan and resubmit it.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Management Plan | **Outcome/Objective:**

Management Plan

### **Evaluation of Student Teaching Internship**

The faculty will begin discussions about engaging in the Phase I and Phase II residency program with other teacher preparation programs in the College.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Lesson Plan | **Outcome/Objective:** Lesson Plan

**Measure:** Management Plan | **Outcome/Objective:**

Management Plan

**Measure:** Praxis II | **Outcome/Objective:** PE Knowledge

### **O/O 3: Lesson Plan**

**Students will be able to demonstrate the ability to successfully plan and deliver a lesson with developmentally appropriate instructional strategies based on state and national standards.**

#### Related Measures

##### **M 3: Lesson Plan**

All students develop two or more Lesson Plans for both elementary and secondary grade levels during their Teacher Internships. Lesson Plans are evaluated by both their Cooperating Teacher and their University Supervisor using an standardized rubric that has been evaluated by a NASPE/NCATE accreditation team.

Number of students assessed: 6

Source of Evidence: Academic direct measure of learning - other

#### **Connected Document**

[Rubric for Lesson Plans](#)

#### **Target:**

All students develop two or more Lesson Plans for both elementary and secondary grade levels during their Teacher Internships. Lesson Plans are evaluated by both their Cooperating Teacher and their University Supervisor using a standardized rubric that has been evaluated by a NASPE/NCATE accreditation team.

Number of students assessed: 6

#### **Finding (2015-2016) - Target: Met**

During the evaluation period, all of the eleven (11) students earned High Effective ratings on their lesson plans. By this final stage of their careers, students have had multiple experiences in developing detailed, learning focused lesson plans.

## Related Action Plans (by Established cycle, then alpha):

### **Lesson Plan**

If a student does not meet the required level of performance on the Lesson Plan, they are counseled on their specific areas of weakness. Then, the student revises the plan and resubmits it.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Lesson Plan | **Outcome/Objective:** Lesson Plan

### **Evaluation of Student Teaching Internship**

The faculty will begin discussions about engaging in the Phase I and Phase II residency program with other teacher preparation programs in the College.

**Established in Cycle:** 2015-2016

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Lesson Plan | **Outcome/Objective:** Lesson Plan

**Measure:** Management Plan | **Outcome/Objective:** Management Plan

**Measure:** Praxis II | **Outcome/Objective:** PE Knowledge

## Analysis Questions and Analysis Answers

---

### **How were assessment results shared and evaluated within the unit?**

Faculty in the unit are apprized of results in the Fall meeting of each year. Discussions typically center around individual courses that prepare candidates for their Teacher Internship experience, i.e. when data is generated. The State DOE continues to force the unit to include more in courses as credit hour requirements (currently 120) are reduced. Therefore it is imperative that faculty are aware of candidate performance and continue to address content specific to WEAVE objectives and outcomes. The unit continues to meet all of our objectives that are also relevant to national accreditation through CAEP/NASPE.

### **Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

The unit continues to use objectives and measures that facilitate national accreditation through CAEP/NASPE. During the past two accreditation periods, the unit received Nationally Recognized status after its initial review. Currently the unit continues to compile data to address the CAEP/National Standards through the use of PASS Port. Current standards are in the process of being revised and will require adjustments to the current WEAVE goals and objectives.

### **What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

The unit continues to prepare future teachers well. To do so has required the faculty to struggle to maintain excellence while having fewer contact hours.