



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Continuing Accreditation Report

for

**North Carolina Department of Public Instruction
National Council for Accreditation of Teacher Education**

BS in Exercise & Sport Science – Physical Education Program

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Section I: Program Overview

Levels Offered and Special Characteristics

The B.S. in Exercise & Sport Science (ESS) – Physical Education Program is for undergraduate students who wish to become licensed to teach physical education and consists of 127-128 hours. Students who enter the program as freshmen take the General Education courses before applying for admission to the Physical Education Teacher Education program (PETE). Admission requirements for PETE will be stated later in this report. Prior to admission to the PETE program, students also take an introduction to teaching physical education course and the foundations of education course in the School of Education. Students also take the 20 hours of ESS Core classes required of all ESS majors, and an 18-hour 2nd academic concentration. For those students who lack computer literacy, the LIS 120 course is offered but not required. The total hours actually taken may vary slightly depending upon how efficiently the student selects GEC and 2nd concentration courses (see **Table 1**).

The majority of the licensure courses are taken after students are admitted to the PETE program, during the last three semesters of the program. After admission to the PETE program, students take a methods class and three practicum courses which provide more than 100 hours of field experiences in a variety of K-12 settings. The capstone experience of student teaching is taken during the last semester of the program. Students spend 10-weeks in either an elementary or middle school setting, and 5 weeks at another level (elementary, middle, or senior high school).

The PETE program was coordinated by Dr. Mary Lou Veal from 1995 – 2005. She was a full-time faculty member in the Department of Exercise & Sport Science with licensure in K-12 Physical Education. Beginning in Fall, 2005, the program was coordinated by Dr. Tom Martinek, a full-time faculty member in the Department of Exercise & Sport Science.

The License-only PETE Program is for full-time students who have already attained a bachelor's degree but not a teaching license. The requirements vary slightly depending upon the previous coursework and experiences, but most students take a program of approximately 57 hours (ESS Core, General Education courses, Activity Content, and methods/practica). Most License-only students enter the program with an undergraduate degree that can be used as the 2nd Academic Concentration. Students who attained a bachelor's degree in exercise & sport science, health, or recreation must include those 24 hours. At this time, the Department of Exercise & Sport Science does not offer an evening program for lateral entry teachers. Due to the small number of faculty who also teach evening graduate classes and run after-school research/service programs. Thus, offering duplicate courses in the evening would be extremely difficult.

The next page shows **Table 1**, the PETE course sequence plan for students who complete the program in four years. The courses in bold can only be taken after admission to the PETE program.

Program of Study

Table 1. Program of Study:
Physical Education Teacher Education (PETE) Course Sequence Sheet

Fall Semester	Spring Semester
<u>Freshman Year</u>	
1 ESS 207 Selected Activities	1 ESS 208 Selected Activities
4 BIO 111 Biology +Lab	3 GEC Natural Science Elective
3 GEC/PSY 121 General Psychology	3 Statistics 108 (GEC)
3 ESS 250 Introduction to ESS	3 GEC Elective
3 GEC Elective	3 GEC/Second Academic Concentration Elective
3 HEA 201 Personal Health	3 GEC Elective
Total Hours: 17	Total Hours: 16
<u>Sophomore Year</u>	
1 ESS 214 Sports Performance & Analysis I	1 ESS 213 Sports Performance & Analysis II
2 ESS 217 Introduction to Teaching	3 ESS 381 PE for Special Needs
3 GEC Elective	3 ESS 330 Socio-cultural Analyses of Sport & Exercise
3 Second Academic Concentration Elective	3 GEC/Second Academic Concentration Elective
3 GEC Elective	3 GEC/Second Academic Concentration Elective
4 BIO 271 Anatomy	4 BIO 277 Physiology
Total Hours: 16	Total Hours: 17
<u>Junior Year</u>	
1 ESS 315 Educational Games	1 ESS 456 Elementary Practicum
3 ESS 376 Biomechanics	1 ESS 316 Educational Gymnastics
3 ESS 351 History & Philosophy	3 ESS 355 Instructional Strategies
3 ELC 381 Institution of Education	2 CUI 470 Reading Education
3 Second Academic Concentration Elective	4 ESS 386 Motor Learning and Control
3 Second Academic Concentration Elective	4 ESS 375 Physiology of Exercise
Total Hours: 16	1 (Optional) LIS 120 Basic Computer Competencies
Total Hours: 15 or 16	
<u>Senior Year *3</u>	
1 ESS 455 Fitness Practicum	ESS 461 Student Teaching and Seminar
1 ESS 457 Secondary Practicum	ESS 462 Student Teaching and Seminar
3 CUI 450 Psychological Foundations of Education	
3 Second Academic Concentration Elective	
3 Second Academic Concentration Elective	
3 ESS 388 Sport Psychology	
3 ESS 464 Admin. of Physical Education & Athletics	
Total Hours: 17	Total Hours: 12

*1 Take and Pass Praxis I; Apply for Admission to PETE Program

*2 Apply for Student Teaching by February 15 in the Teachers Academy, 319 Curry Building

*3 Complete Sport Safety Training prior to student teaching

*4 Submit completed Technology Portfolio & Teaching Portfolio; Take & pass Praxis II and Apply for Teaching License.

Note. Courses in **Bold face** are taken only after students are admitted to Teacher Education.

Individuals Full-time to the Institution Licensed in and Involved with the Program Area

Dr. Pam Brown
 Ms. Karen “Pea” Poole-license needed
 Dr. Tom Martinek – license renewal needed
 Dr. John Richards – teaches content activity classes
 Dr. Tammy Schilling

Aggregated Praxis Pass Rates for the Specialty Area

Table 2 reflects enrollment trends over the last four years, which have been relatively stable. It also shows the number of students admitted to the PETE program along with numbers who passed the PRAXIS II Specialty Area in Physical Education. Since the last visit in 2001, 57 out of 59 the candidates who have completed the degree have passed the PRAXIS II Exam. This represents a passing rate of 97% for the past four years since the last NCATE/DPI visit. Currently, 11 Exercise & Sport Science majors have been formally admitted to the PETE Program; an additional 87 students have indicated their intent to seek licensure.

Table 2. Number of program completers since the last visit

Program Completers				
2001	2002	2003	2004	2005
Undergrad. – 10 A-License - 3	Undergrad. – 11 A-License – 0	Undergrad. – 11 A-License - 1	Undergrad. – 16 A-License - 1	Undergrad. – 11 A-License - 2

Number of Candidates Currently Enrolled and Admitted to the Program

Table 3. Number of candidates currently enrolled and admitted to the program

Year	ESS Majors who have indicated intent to seek licensure in Physical Education (Sophomore year)	Candidates Formally Admitted to PETE Program	Number who passed Praxis II
2001	96	10	10
2002	104	11	11
2003	115	12	11
2004	102	17	16
2005	87	11	11

Section II: Conceptual Framework

Conceptual Framework and the Knowledge Base that Informs It

The PETE Program is guided by the Conceptual Framework of the UNCG Teachers Academy. Below is a summary of the TA Conceptual Framework:

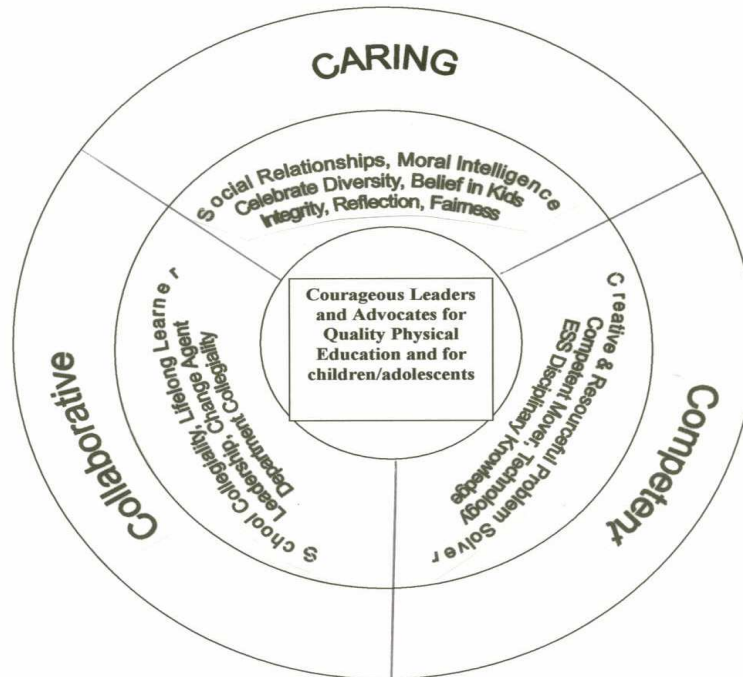
The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. The mission is carried in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and the integration of theory and practice. UNCG's Professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegially; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principles, and other school personnel.

The PETE framework also is informed by the NASPE Standards for Beginning Physical Education Teachers (National Association for Sport and Physical Education, an Association of the American Alliance for Health, Physical Education, Recreation and Dance). The mission of the PETE Program is to develop caring, collaborative, competent professionals who exhibit courageous leadership and advocate for quality physical education for all students (see Conceptual Model below).

Evidence of the Conceptual Framework in the Program

During the 2004-05 year, the ESS Department PETE Conceptual Framework was extensively revised to insure congruency with the UNCG Teachers Academy Conceptual Framework. Teacher Education faculty members met twice each month during the academic year. They began by discussing the Teachers Academy conceptual framework to insure a complete understanding of each element. Next, faculty brainstormed to come up with a list of the highest priority outcomes of the program. Through several discussions, they realized that most of the outcomes fit well into the categories of Caring, Collaboration, and Competence so it was decided to use the same circular model as designed by the Teachers Academy. One element that did not fit as well into the Teachers Academy model was the need to educate future physical educators to become courageous leaders who advocate for quality physical education. After much discussion, it was decided to make that the center of the model since faculty felt that it was central to the preparation of excellent physical educators (see model below).

Conceptual Framework for Physical Education Teacher Education (PETE)



The following section illustrates how each of the high priority outcomes seen in the model are correlated with the NASPE Standards for Beginning Physical Education Teachers.

PETE Conceptual Framework: *Developing Caring, Collaborative, Competence Professionals who exhibit Courageous Leadership and Advocate for Quality Programs*

Caring professionals...

- understand and promote the development of healthy social relationships and interactions among students, faculty, staff, and families (NASPE 5, 7)
- act with integrity, fairness, and in an ethical manner (NASPE 5, 6)
- respect and care about their students and maintain a consistent belief in students' value and potential for positive contribution (NASPE 5)
- understand how students differ in their approaches, create instructional opportunities that are adapted to diverse learners, provide opportunities for students to contribute diverse talents, and encourage the celebration of diversity within the instructional setting (NASPE 6, 7)
- are reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (NASPE 5, 6)
- are committed to students and their learning (NASPE 6)

- demonstrate moral behavior and a commitment to enhance their and their students' level of moral intelligence (NASPE 6)

Collaborative professionals....

- initiate positive relationships with other professionals in the school and community (NASPE 10).
- conduct special events for students/faculty/staff such as field days, jump rope clubs, faculty wellness programs, and after school wellness classes for students (NASPE 10.1, 10.4).
- share innovative ideas with other teachers (NASPE 10.1).
- welcome the ideas of other professionals.
- invite experts into class (NASPE 10.3)
- explore school and community resources to enhance physical activity opportunities (NASPE 10.3).
- actively participate in the professional physical education community (e.g., active membership in NCAAPHERD (NASPE 10.2).
- pursue supportive relationships with parents/guardians who oversee the well being of the student (e.g., develop a volunteer base of parents; maintain an up-to-date web page to communicate about their programs) (NASPE 10).

Competent professionals...

- understand physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person, and can create learning experiences that make these aspects of subject matter meaningful for students (NASPE 1).
- understand how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development (NASPE 2).
- Understand how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences (NASPE 3).
- Use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (NASPE 4)
- Use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning, and engagement in physical activity settings (NASPE 5).
- Understand the importance of planning developmentally appropriate instructional units to foster the development a physically educated person (NASPE 6).
- Understand and use the varied types of assessment and their contribution to overall program continuity and the development of the physical, cognitive, social and emotional domains (NASPE 7).
- Understand the importance of being a reflective practitioner and its contribution to overall professional development and actively seeks opportunities to sustain professional growth (NASPE 8).
- use information technology to enhance learning and personal and professional productivity (NASPE 9).

Courageous Leaders...

- minimize program marginalization and the loss of spirit for professional growth and renewal (NASPE 10).
- take the role of advocate for promoting a variety of physical activity opportunities in the school (NASPE 10).
- persistently advocate for quality physical education and sport programs for children and adolescents (NASPE 10).
- advocate for quality teaching and coaching within the school (NASPE 10).
- take advantage of public relations opportunities to promote their programs (NASPE 10).

Evaluation and Continuous Revision of the Conceptual Framework

PETE faculty met at least monthly since the last NCATE/DPI report, to discuss the program's conceptual framework and to evaluate the effectiveness of the program. The previous conceptual framework put a heavy emphasis on preparing reflective practitioners who are strong in content knowledge and teaching skills. While faculty still believe in the importance of reflection and emphasize reflective decision-making in the program, there has been a recent shift to a greater emphasis on preparing students to be courageous leaders and advocates for quality physical education. The need for this shift came from the gradual erosion in requirements for physical education and the perceived need for beginning teachers to be aware of the need for continuous advocacy for quality physical education.

Section III: Standard I -- Candidate Knowledge, Skills, and Disposition

Evidence that Candidates Meet the Core, Diversity, Technology and Specialty Area Standards

In order to avoid unnecessary redundancy, the Core and Diversity Standards are addressed along with the appropriate Physical Education Specialty Area Standards (PESAS). **Table 4** illustrates how the Physical Education Specialty Area Standards compare and correlate to the NASPE Standards for Beginning Physical Education Teacher Standards as well as the NC Core, Diversity and Technology Standards. Since the standards are aligned, meeting the DPI standards will automatically result in meeting NASPE, Core, Diversity, and Technology Standards.

Table 5 that follows **Table 4** is organized around the 10 broad categories of Content Knowledge, Growth & Development, Diversity, Management, Communication, Planning, Assessment, Reflection, Technology, and Collaboration. A description of the Technology Portfolio follows **Table 4**.

Table 4. Comparison Standards

Physical Education Specialty Area Standards (NC DPI)	NASPE National Standards for Beginning Physical Education Teachers	Core Standards	Diversity Standards	Technology Standards
Physical Education Standard 1 – Content Knowledge. A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person.	NASPE Standard 1. The teacher understands physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.	Standard I: Teachers know the content they teach.	Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	
Physical Education Standard 2 – Growth and Development. A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development	NASPE Standard 2. The teacher understands how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social, and emotional development.	Core Standard 2 – Teachers know how to teach students.	Diversity Standard 2 – Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	

<p>Physical Education Standard 3 – Diverse Students. A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences.</p>	<p>NASPE Standard 3. The teacher understands how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences</p>	<p>Core Standard 3 – Teachers are successful in teaching a diverse population of students.</p> <p>Core Standard 6 – Teachers respect and care about students.</p>	<p>Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</p> <p>Diversity Standard 4 – Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p>	
<p>Physical Education Standard 4 – Management and Motivation. A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction. Active engagement in learning, and self-motivation.</p>	<p>NASPE Standard 4. The teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Core Standard 2 – Teachers know how to teach students.</p>	<p>Diversity Standard 1 – Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</p>	
<p>Physical Education Standard 5 – Communication. A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Demonstrate</p>	<p>NASPE Standard 5. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning, and engagement in physical activity settings</p>	<p>Core Standard 2 – Teachers know how to teach students.</p>		

sensitivity to all learners, and model appropriate behavior.				
<p>Physical Education Standard 6 – Planning & Instruction A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards.</p>	NASPE Standard 6. The teacher understands the importance of planning developmentally appropriate instructional units to foster the development a physically educated person.	Core Standard 2 – Teachers know how to teach students.		Technology Standard 2 – Teachers plan and design effective learning environments and experiences supported by technology.
<p>Physical Education Standard 7 – Student Assessment. A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction.</p>	NASPE Standard 7. The teacher understands and uses the varied types of assessment and their contribution to overall program continuity and the development of the physical, cognitive, social and emotional domains.			Technology Standard 4 – Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
<p>Physical Education Standard 8 – Reflection & Professional Growth. A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.</p>	NASPE Standard 8. The teacher understands the importance of being a reflective practitioner and its contribution to overall professional development and actively seeks opportunities to sustain professional growth.	Core Standard 5 – Teachers are reflective about their practice.	Diversity Standard 6 – Teachers of diverse students are reflective practitioners who are committed to educational equity.	
<p>Physical Education Standard 9– Technology. A physical education teacher uses a variety of technologies to</p>	NASPE Standard 9. The teacher uses information technology to enhance learning and personal and professional			Technology Standard 1 – Teachers demonstrate a sound understanding of technology operations and

<p>enhance learning, as well as personal and professional productivity.</p>	<p>productivity.</p>			<p>concepts.</p> <p>Technology Standard 3 – Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>Technology Standard 5 – Teachers use technology to enhance their productivity and</p> <p>Technology Standard 6 – Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in professional practice</p>
<p>Physical Education Standard 10 – Collaboration. A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners’ growth and well-being.</p>	<p>NASPE Standard 10. The teacher understands the necessity of fostering collaborative relationships with colleagues, parents/guardians, and community agencies to support the development of a physically educated person.</p>	<p>Core Standard 4 – Teachers are leaders.</p>	<p>Diversity Standard 3 – Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.</p> <p>Diversity Standard 5 – Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</p>	

SPECIAL NOTE ABOUT Table 5 RESULTS SECTION: Evaluation procedures of PETE students are based on a “mastery learning” format. For example, student products (i.e., portfolios, lesson plans, skills performance) must reach a certain level of competency in order to proceed on in each class and eventually graduate from the program. In the case of portfolio assessments students submit portfolio artifacts and reflection statements for their technology and teaching portfolios multiple times (following faculty feedback) before a competency level is reached. For classes the minimum grade required to reach competency is “C.” Students cannot advance in the PETE program with grades lower than a C. The data available are of all students who have successfully earned a C grade or better in the designated courses under each standard. Therefore, outcomes/results indicating 100% will be common for these measures. Also, when qualitative information (i.e., peer observations, reflection papers, discussions) were collected “no data available” was indicated.

Table 5. Evidence that candidates meet the specialty area standards

Standards	Where taught (course/field experience)	Evidence of learning (project/assignment/critical performances/portfolios, etc.):	Assessment tool/Results
Physical Education Standard 1 – Content Knowledge. A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person.			
1:1 – Identify critical elements of motor skill performance, and combine motor skills into developmentally appropriate sequences.	ESS 213, 214, 355, 456, 457	Teaching Portfolio Lesson Plans (ESS 456)	Praxis II (97%) Portfolio Rubric (100 % passing rate) Lesson Plan Rubric (100% passed)
1:2 – Demonstrate competent motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, Healthful Living, K-12 (Physical Education component).	ESS 207, 208, 213, 214, 315, 316	Teaching Portfolio Videotaped Skill Sequences (ESS 316) Individual skills tests/game play; individual & peer skills/game performance analyses assignments (ESS 207)	Portfolio Rubric (97 %) Skills/Task Performance Analysis Sequence Performance Rubric Video taping; instructor/peer observations with performance rubrics; game play observations. (ESS 207) (100% passing)
1:3 – Describe performance concepts and strategies related to skillful movement and physical activity.	ESS 207, 208, 213, 214, 315, 316, 386	Teaching Portfolio Content tests Online discussions Knowledge of skill progression, cues, modifications (ESS 315, 316)	Praxis II (97% passing) Portfolio Rubric (100%) Test scores, discussion rubric Written Exam/quizzes (100% passing)
1:4 – Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness.	ESS 376, 456, 457	Teaching Portfolio Creating a Positive Learning Environment assignment (ESS 355) Lesson plans (ESS 456)	Pr axis II (97%) Portfolio Rubric (100%) Lesson Plan Rubric (100%)

1:5 – Understand and debate current physical education/activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives.	ESS 330, 351, 388, 464	Teaching Portfolio	Written tests (100% passing) Portfolio Rubric (100% passing)
1:6 – Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12).	ESS 456, 457. 464, student teaching	Teaching Portfolio Lesson plans	Portfolio Rubric(100% passing) Lesson Plan Rubric (100% passing)
1:7 – Demonstrate knowledge of principles related to organization and administration of physical education programs.	ESS 464, student teaching	Teaching Portfolio Blackboard Discussion	Portfolio Rubric (100% passing) Discussion Rubric (100% passing)
Physical Education Standard 2 – Growth and Development. A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development.			
2:1 – Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains.	ESS 455, 456, 457, student teaching	Teaching Portfolio Lesson plans Teaching performance	Portfolio Rubric (100% passing) Lesson plan rubric (100% passing) Peer/supervisor observation and feedback forms (No data available)
2:2 – Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills.	ESS 217, 355, 456, 457, 386, student teaching	Teaching Portfolio Content tests, Online discussions Observation-based assignments (ESS 355)	Portfolio Rubric (100% passing) Test scores, discussion rubric (100% passing) Observation/group discussion (No data available)
2:3 – Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.	ESS 217, 355, 386, 455, 456, 457, student teaching	Teaching Portfolio Lesson Plans Content tests, Online discussions Unit plan (ESS 355) Teaching performance (ESS 456)	Portfolio Rubric (100% passing) Test scores, discussion rubric (100% passing) Lesson Plan Rubric (100% passing) Unit Plan Rubric (100% passing) Peer/supervisor observation and feedback forms (100% passing)

Physical Education Standard 3 – Diverse Learners. A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences.

3:1 – Identify, select, and implement appropriate instruction that is sensitive to strengths/weaknesses, multiple needs, learning styles, and/or experiences of learners.
 ESS 355, 381, 455, 456, 457, student teaching
 Knowledge of appropriate modifications for diverse learners (ESS 355, 315, 316)
 Reflection Papers – ESS 455, 456, & 457
 Teaching Portfolio ((100% passing)
 Case analysis
 Quizzes (100% passing)
 Reflection Paper Rubric (100% passing)
 Portfolio Rubric (100% passing)

3:2 – Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners.
 ESS 315, 316,355, 381, 455, 456, 457, student teaching
 Knowledge of appropriate modifications for diverse learners (ESS 355, 315, 316)
 Reflection Papers – ESS 455, 456, & 457
 Teaching Portfolio (100% passing)
 Case analysis (100% passing)
 Quizzes (100% passing)
 Reflection Paper Rubric (100% passing)

3:3 – Create a learning environment that respects and incorporates learners’ cultural experiences.
 ESS 381, 455, 456, 457, student teaching
 Reflection Papers – ESS 455, 456, & 457
 Teaching Portfolio (100% passing)
 Reflection Paper Rubric (100% passing)

Physical Education Standard 4 – Management and Motivation. A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction. Active engagement in learning, and self-motivation.

4:1 – Use managerial routines that create productive learning experiences and environments.	ESS 455, 456, 457, student teaching	Teaching Portfolio Lesson Plans	Portfolio Rubric (100% passing) Lesson Plan Rubric (100% passing)
4:2 – Organize, allocate, and manage resources to provide active and equitable learning experiences.	ESS 355, 464, student teaching	Equipment Assignment Teaching Portfolio	Portfolio Rubric (100% passing)
4:3 – Use a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.	ESS 355, 455, 456, 457, student teaching	Teaching Portfolio Lesson Plans (ESS 456)	Portfolio Rubric (100% passing) Lesson Plan Rubric (100% passing)

4:4 – Use strategies to help learners demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.	ESS 217, 355, 455, 456, 457, student teaching	Teaching Portfolio	Portfolio Rubric (100% passing)
4:5 – Develop effective behavior management strategies.	ESS 217, 355, 455, 456, 457, student teaching	Teaching Portfolio Teaching performance (ESS 456)	Portfolio Rubric (100% passing) Peer/supervisor observation and feedback forms (No data available)
Physical Education Standard 5 – Communication. A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Demonstrate sensitivity to all learners, and model appropriate behavior.			
5:1 – Communicate in ways that demonstrate sensitivity to all learners.	ESS 381, 355, 464, student teaching	Teaching Portfolio Teaching performance (ESS 456)	Portfolio Rubric (100% passing) Peer/supervisor observation and feedback forms (No data available)
5:2 – Communicate managerial and instructional information in a variety of ways.	ESS 355, 455, 456, 457, student teaching	Teaching Portfolio Teaching performance (ESS 456)	Portfolio Rubric (100% passing) Peer/supervisor observation and feedback forms (No data available)
5:3 – Describe and demonstrate effective communication skills.	ESS 355, 455, 456, 457, 464, student teaching	Teaching Portfolio	Portfolio Rubric (100% passing)
5:4 – Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.	ESS 355, 455, 456, 457, 464, student teaching	Teaching Portfolio	Portfolio Rubric (100% passing)
Physical Education Standard 6—Planning and Instruction. A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards.			
6:1 –Identify, develop, and implement developmentally appropriate program and instructional goals.	ESS 355, 455, 456, 457, 464, student teaching	Lesson Plans Teaching Portfolio Unit Plan	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing) Unit Plan Rubric (100% passing)
6:2 – Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels.	ESS 355, 455, 456, 457, 464, student teaching	Unit Plans Teaching Portfolio	Unit Plan Rubric (100% passing) Portfolio Rubric (100% passing)

6:3 – Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting.	ESS 355, 455, 456, 457, 464, student teaching	Lesson Plans Teaching Portfolio	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing)
6:4 – Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Teaching Portfolio Teaching performance (ESS 456)	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing) Peer/supervisor observation and feedback forms (No data available)
6:5 – Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences.	ESS 355, 455, 456, 457,, student teaching	Lesson Plans Teaching Portfolio	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing)
6:6 – Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Teaching Portfolio	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing)
6:7 – Select and utilize teaching resources and curriculum materials.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Teaching Portfolio	Lesson Plan Rubric (100% passing) Portfolio Rubric (100% passing)
6:8 – Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Teaching Portfolio	Portfolio Rubric (100% passing) Lesson Plan Rubric (100% passing)
6:9 – Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Teaching Portfolio	Portfolio Rubric (100% passing) Lesson Plan Rubric (100% passing)

7:1 – Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Assessment Project Unit plan – assessment phase	Lesson Plan Rubric (100% passing) Assessment Project Rubric (100% passing) Unit Plan Rubric (100% passing)
7:2 – Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Assessment Project	Lesson Plan Rubric (100% passing) Assessment Project Rubric (100% passing)
7:3 – Involve learners in self and peer assessment.	ESS 455, 456, 457, student teaching	Lesson Plans Assessment Project	Lesson Plan Rubric (100% passing) Assessment Project Rubric (100% passing)
7:4 – Interpret and use performance data to make informed curricular and instructional decisions.	ESS 355, 455, 456, 457, student teaching	Lesson Plans Assessment Project	Lesson Plan Rubric (100% passing) Assessment Project Rubric (100% passing)
Physical Education Standard 8 – Reflection & Professional Growth. A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.			
8:1 – Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning.	ESS 355, 455, 456, 457, 464, student teaching	Reflection Papers – ESS 455, 456, 457 Final Reflection Paper - student teaching Teaching Portfolio	Reflection Paper Rubric (No data available) Portfolio Rubric (100% passing)
8:2 – Use available resources to develop as a physical education professional.	ESS 355, 381, 455, 456, 457, student teaching	Reflection Papers – ESS 455, 456, 457 Final Reflection Paper - student teaching	Reflection Paper (No data available) Portfolio Rubric (100% passing)
8:3 – Construct a plan for continued professional growth.	ESS 355, 381, 455, 456, 457, student teaching	Reflection Papers – ESS 455, 456, 457 Final Reflection Paper - student teaching Technology Portfolio	Reflection Paper (No data available) Portfolio Rubric (100% passing)

Physical Education Standard 9 – Technology. A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.

9:1 – Demonstrate knowledge of current technologies and their application in physical education.

ESS 355, 455, 456, 457, 464, student teaching

Lesson Plans

Pedometer Labs (ESS 455 & 457)

Fitnessgram Software Assignment

Program Evaluation Powerpoint Presentation

Lesson Plan Rubric (100% passing)

9:2 – Design, develop, and implement learning activities that integrate information technology.

ESS 355, 455, 456, 457, 464, student teaching

Lesson Plans

Pedometer Labs (ESS 455 & 457)

Fitnessgram Software Assignment

Program Evaluation Powerpoint Presentation

Lesson Plan Rubric (100% passing)

9:3 – Use technologies to communicate, network, locate resources, and enhance continuing professional development.

ESS 355, 455, 456, 457, 464, student teaching

Lesson Plans

Pedometer Labs (ESS 455 & 457)

Fitnessgram Software Assignment

Program Evaluation Powerpoint Presentation

Lesson Plan Rubric (100% passing)

Physical Education Standard 10 – Collaboration. A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners’ growth and well-being.

10:1 – Pursue productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.	ESS 455, 456, 457, student teaching	Teaching Portfolio Final Reflection Paper	Portfolio Rubric (100% passing)
10:2 – Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	ESS 455, 456, 457, 464, student teaching	Blackboard Discussion – ESS 464 Teaching Portfolio	Portfolio Rubric (100% passing)
10:3 – Actively participate in physical education/activity professional organizations.	ESS 464, student teaching	Attendance at NCAAHPERD Convention	Observation/group discussion (No data available)
10:4 – Identify and seek community resources to enhance physical education opportunities.	ESS 464, student teaching	Technology Portfolio	Portfolio Rubric (100% passing)

Evidence that Candidates Meet the Technology Standards and

PETE students complete the Technology Portfolio during their last year in the program. They receive the instructions for preparation of the portfolio during ESS 455 – Fitness Practicum and ESS 457 – Teaching Adolescents, and many of the assignments for the class are designed to meet the technology standards. For example, field experiences require lessons that integrate the use of pedometers and students can use those lesson plans to demonstrate their technology competence. Students submit at least one artifact for each indicator of the technology standards, and they write a reflection for each artifact explaining how the artifact demonstrates their competence. The instructor of the course evaluates each artifact and reflection, and provides feedback as the portfolio is assembled. During student teaching, students continue assembling artifacts and reflections, and these are submitted periodically for review and feedback. The final portfolio is reviewed by the PETE Coordinator and, when complete, the portfolios are reviewed by at least one other faculty member and by one of our school-based clinical instructors (see Sample Technology Portfolios).

Evidence that Candidates Meet the Specialty Area Standards (see Table 5)

The Physical Education Specialty Area Standards are addressed through the assignments and learning activities that occur throughout the PETE Program. A matrix has been prepared to direct the reader to the appropriate student work samples.

Evidence that Candidates can Work with Families to Support Student Learning

Elementary physical education teachers typically see every child in the school only once each week. Even with 10 weeks of student teaching at the elementary school, student teachers would only see each child 10 times, so contact with families is typically limited to letters sent home, web pages, newsletters, and school programs that involve families. At the middle and secondary school level, children have physical education daily in some schools and only once each semester at other schools. However, each teacher may see as many as 150 - 250 students per day, depending on the number of classes and students in each school. Student teachers at the middle school level use similar ways of communicating with families as at the elementary but, in addition, they communicate through telephone calls when possible and practical.

Students in content courses (i.e., ESS 315, 316) work with home schooled children. Mothers often attend these sessions so students have direct contact with parents and can ask questions regarding children's specific interests and abilities. In addition, students gain information regarding special needs and how to modify activities accordingly. The mothers give feedback to the class concerning specific activities and children's responses.

Standard 1A: Undergraduate Candidate Qualifications

1. Applying for Admission into Teacher Education

Students applying for admission to the Teacher Education Program in Physical Education (PETE) are required to have a minimum GPA of 2.50. They must submit a satisfactory teaching portfolio and goals statement. Applicants also must meet minimum score requirements on the Praxis I (Pre-Professional Skills Test). Consequently, they must take and obtain at least minimum scores of the three Preprofessional Skills Tests (PPST) of Praxis I (Math, Reading, Writing). Applicants may take PPST series through the Counseling and Testing Center in the Gove Health Center at UNCG or the Prometric Testing Center in Greensboro (Phone 336-854-4230). Enrollment in PETE specialty courses is contingent on successful admission to this program. The minimal cut-off scores required for PRAXIS I are:

<u>PRAXIS I</u>	<u>Minimum Score</u>
PPST Reading	176
PPST Mathematic	173
PPST Writing	173

Standard 1B: Licensure-Only Candidates

1. Program policies and procedures for licensure-only candidates.

For those persons who hold a baccalaureate degree but who have not fulfilled initial "A" teacher licensure requirements, the following policies and procedures apply:

Unconditional Admission

- Applicant must submit a formal application for admission to the initial "A" licensure program.
- Applicant must hold a baccalaureate degree from a recognized accredited college or university.
- Applicant must have obtained a 2.5 or higher GPA in their undergraduate major and in course prerequisites to the proposed licensure program.
- Passing scores on the reading, writing, and math tests of the Pre-Professional Skills Test (PPST) (See above for required scores).
- Application for admission must be accompanied by two sealed **official** transcripts of the applicant's academic records, three recommendations, qualifying examination scores, and a non-refundable processing fee. Application materials may be obtained through the Teachers Academy.
- Applicant must be recommended for admission by Department of Exercise and Sport Science.

Provisional Admission

Provisional admission is rarely given. The provision is usually set by the advisor of the student. This is done on an individual basis and given when the following conditions exist:

- Applicant who holds a baccalaureate degree but does not have a GPA of 2.5 or higher in their previous undergraduate work.
- A student who has not passed all of the reading, writing, or math tests of the PRAXIS I exam.

APPLICATION PROCEDURE FOR A-LICENSURE STUDENTS

- A preliminary interview with the departmental advisor at the program level prior to admission to the "A" licensure program must be scheduled with the applicant.
- When the application is complete (transcripts, recommendations, examination scores, and fee paid), the application will be forwarded from the Teachers Academy to the Department of Exercise and Sport Science.
- The application is evaluated by the advisor and Exercise and Sport Science committee. A recommendation to admit with or without special considerations or not to admit is forwarded to the Teachers Academy by the advisor.
- The Teachers Academy will notify the applicant of the final decision regarding admission.

COURSE OF STUDY PROCEDURE FOR A-LICENSURE STUDENTS

- The licensure student should interview with the program advisor in Exercise and Sport Science after admission to the program.
- A Course of Study should be prepared by the advisor and accepted by the licensure student (A copy of the program proposal form is in **Table 6**).
- A copy of the Course of Study is to be on file in the Department of Exercise and Sport Science, and the Teachers Academy.
- Modification of the Course of Study must be approved by the program advisor, must be accepted by the licensure student, and must be transmitted in writing to the licensure student, Department, and the Teachers Academy.

Table 6. The University of North Carolina at Greensboro School of Health and Human Performance Department of Exercise and Sport Science--Initial "A" Licensure Requirements*

General and Professional Requirements (14 hours)
Psychology 121 (3)
Health 201 (3)
EDU 491 (1), 492 (1), 493 (1), 494 (1), 495 (1), 496 (1)
CUI 470 (2), 535 (3), Optional LIS 121 (1)
Department of Exercise and Sport Science Requirements (8 hours)
BIO 271 (4), 277 (4)
Sport Safety Training and CPR Certificates
Required Core Classes (23 hours)
ESS 250 (3)-Introduction to Exercise and Sport Science
ESS 386 (4)-Motor Development and Learning
ESS 330 (3)-Sociocultural Analyses of Sport and Exercise
ESS 351 (3)-History and Philosophy of Sport and Physical Education
ESS 375 (4)-Physiology of Sport and Physical Activity
ESS 376 (3)-Biomechanics of Sport and Physical Activity
ESS 388 (3)-Psychology of Sport and Exercise
Professional Course (39 hours)
ESS 207 (2)-Selected Physical Activities I
ESS 208 (2)-Selected Physical Activities II
ESS 213 (1)-Sports Performance and Analysis I
ESS 214 (1)-Sports Performance and Analysis II
ESS 217 (2)-Introduction to the Teaching of Physical Education
ESS 315 (2)-Children's Educational Games
ESS 316 (2)-Children's Educational Games
ESS 355 (3)-Instructional Strategies**
ESS 381 (3)-Physical Education for Individuals with Special Needs
ESS 455 (2)-Fitness Practicum**
ESS 456 (2)-Elementary Practicum**
ESS 457 (2)-Middle/Secondary Practicum**
ESS 461 (6)-Student Teaching and Seminar in Physical Education (Elementary)**
ESS 462 (6)-Student Teaching and Seminar in Physical Education (Middle/Secondary)**
ESS 464 (3)-Administration of Physical Education and Athletics

*Actual courses required for each student will differ according to her/his academic background. If all courses are taken the total course load is 78 hours. For most Initial A-licensure students the program usually takes two years (including summer school).

**Must be taken at UNCG

STUDENT TEACHING PROCEDURE FOR A-LICENSURE STUDENTS

- Licensure student who plans to student teach must make application in the Teachers Academy.
 - Student teaching application must be submitted to the Teachers Academy between **January 12 and February 15** for the student teaching in the next spring semester.
 - For students unable to meet this deadline, a memo from the advisor must accompany their application. This memo is in lieu of using the normal appeal process.
2. Alternative assessment procedures for licensure-only candidates to demonstrate how they meet state standards.

There are no alternative assessment procedures for licensure-only candidates in Physical Education. Licensure students must be able to enroll in and complete coursework and learning experiences as described in Standard 3B: #1, above.

Section IV: Standard II ---- Candidate Assessment and Evaluation

Individual Candidate Assessment

Admission to the Program. Many undergraduate students in ESS Pedagogy begin their programs as freshmen. At this point, any student admitted to the university is eligible for the program. Students typically apply to the Teachers' Academy for admission no later than Spring of the junior year. Formal admission is required in order to enroll in an ESS practicum course and Instructional methods. The evaluation process for admission to the Teachers' Academy represents the first evaluation point for these students. Students applying for admission to the Teacher Education Program in Physical Education (PETE) are required to have a minimum GPA of 2.50. They must submit a satisfactory teaching portfolio and goals statement. Applicants also must meet minimum score requirements on the Praxis I (Pre-Professional Skills Test) (See page 19).

Progress through the Program. Students must maintain a minimum GPA of 2.5 once admitted to the Teachers' Academy. Students are informally and formally evaluated by peers, cooperating teachers and UNCG instructors throughout their practicum courses. The UNCG supervisor also completes the SERVE Teacher Growth and Assessment Profile (TGAP) at the mid-point of the program and at the end. Students must make satisfactory progress on their Teaching Portfolio. They also complete a videotape analysis and reflection. Dispositions are assessed at the end of each semester following official admission to the program.

Student Teaching and program completion. Students apply for Student Teaching one year prior to completion of this 15 week experience. Student teachers are formally and informally observed by their cooperating teaching and by a UNCG supervisor. They must satisfactorily complete their teaching and technology portfolios. They complete two videotape analyses and reflections—one for each student teaching placement. The student teacher, cooperating teaching and university supervisor each complete the SERVE-TGAP. Dispositions are assessed by the cooperating teacher and the university supervisor at the end of student teaching. At the end of student teaching, each teacher is interviewed by the Coordinator of Student Teaching. A series of structured questions are asked of each teacher-candidate. [Praxis II is no longer required for licensure.](#)

Program and Program Operations Assessment

The summary of the assessment system used is given on **Table 7**. Information focuses on data sources, types of data, collection schedule, types of assessment/analysis used, and focal areas of assessment. It should be noted that this was used by the ESS Pedagogy Committee to begin discussion of the ESS-PETE Conceptual Framework.

Annual Review of the Program

PETE faculty meet at least monthly to discuss overall program operations including such things as student issues, curricular changes, faculty roles/assignments, and policy changes. One clear outcome of these meetings was the modification of the PETE Conceptual Framework noted previously. In addition, these meetings are used in the

ongoing evaluation of the effectiveness of the overall curriculum as well as of individual courses. These meetings also are used to make certain that every aspect of the PETE program is consistent with the mandates of the UNCG Teachers' Academy as well as the SDPI. Minutes of all meetings are kept.

At the completion of the Student Teaching experience, student teachers and cooperating teachers meet to debrief their experiences. Student teachers typically meet with a graduate student who asks a series of structured questions.

Cooperating teachers typically meet with the ESS Coordinator of Student Teaching and university supervisors. They also address a series of structured questions. Both groups are polled for additional insights and thoughts. A record of each group's comments is made during the meeting. These notes are transcribed following the meeting. Teacher Education faculty study these records for themes that recur related to program strengths and weaknesses. Students also meet individually with the student teaching coordinator. Data from the group and individual meetings are summarized and used by the PETE faculty to modify and refine the program. **Table 8** summarizes the results of these data collected from students, faculty and cooperating teachers. The table also includes a Plan of Action based on the data.

Table 7. ESS – PETE Program: Current Assessment System

Data Source	Type of Data	When Collected	Type of Assessment/Analysis	Use to Assess
1. Exit interviews	Demographics and interview narratives	End of student teaching	Descriptive statistics; inductive analysis	Student profiles
2. Praxis I (PPST)	Praxis scores (math, reading, writing)	Prior to admission to PETE	Descriptive statistics	Basic competency in reading, writing, arithmetic
3. Praxis II*	Physical education content knowledge scores	During student teaching	Descriptive statistics	ESS Content Knowledge
4. Teacher Efficacy Scale	Ratings	ESS 355, 457, student teaching	Descriptive statistics	Student confidence in teaching ability
5. Teaching & Technology Portfolio	Ratings	Last two years of PETE program	Rubric	Performance on NETS & Beginning Teacher Standards
6. Assessment Project	Grades	During student teaching	Rubric	NASPE Standard 7
7. Videotaped lessons	Written responses to questions	ESS 456, 457, ST	Rubric	Content and Pedagogical knowledge
8. Lesson Plans	Dichotomous	ESS 456, 455, 457, ST	Rubric	Content and Pedagogical knowledge
9. Reflection Tasks	Written responses to short prompts	ESS 217, 456, 457, ST	Rubric	Dispositions, Content and Pedagogical knowledge
10. Dispositions	Performance	End of 456, 457, & ST	Rubric	Professional Dispositions
11. CT evaluations	1. Ratings 2. Summary comments	ESS 456, 457, ST	Observation Form	Content and Pedagogical knowledge; teaching performance
12. Exit Criteria SERVE Instrument TGAP	Ratings and comments	End of Student teaching	Rubric	Content and Pedagogical knowledge; teaching performance

*No longer required by Teachers Academy and Department of ESS

Table 8. Summary of Responses from Student Teachers, Faculty, and Cooperating Teachers

Program quality:

- 1) lack of resourcefulness and creativity among student teachers (cooperating teachers)
- 2) flexibility in the type of feedback and method by which cooperating teachers provide feedback (cooperating teachers)
- 3) the need for more coursework and time for learning and analyzing foundational skills (students and faculty)
- 4) continued consideration and revision of the scope and sequence for completion of student portfolios (students)
- 5) Identify improvements in the program and program operations made on the basis of the data.

Plan of Action:

- a) Resourcefulness and creativity during the pre-professional courses will be reinforced. Assignments in these courses will be modified to include a requirement to access a number of different resources. Other assignments will be modified to encourage problem-solving.
- b) An alternative form will be created to allow teachers more flexibility in the type of feedback they give and how it is organized.
- c) The content and requirements of ESS 207 have been modified to help students build their movement observation and analysis skills.
- d) Fall courses prior to student teaching are being reexamined so that the technology portfolio requirements can be met prior to student teaching.

Section V: Standard III – Field Experiences and Clinical Practice

Early Field Experiences

Fall Sophomore Year	ESS 217	Observe and assist teachers in five different schools (high school, middle school, & elementary school)
Fall, Junior Year	ESS 315	Work with home-schooled children in educational games, instructor pre-planned and small-group instruction
Spring, Junior Year		
<i>First half of semester</i>	ESS 316	Work with home-schooled children in educational gymnastics, instructor and pre-planned small-group instruction
	ESS 355	Teacher observation in schools, matching methods content with what they are seeing in schools
<i>Second half of semester</i>	ESS 456	Plan and teach gymnastics and striking content in elementary schools – half class Plan and teach dance content with full class and co-teacher (30-40 minute lessons)
Fall, Senior Year	ESS 455	Learn fitness content with peer-teaching followed by organization and implementation of fitness fair at multiple levels
	ESS 457	Plan and teach small groups in middle and high school block periods (dance, flag football content) (60 minute lessons)

Student Teaching Requirement

Student teachers spend at least 10 weeks at one site and six weeks at a second site. Most students will spend 10 weeks in their elementary school placement and 6 weeks at a secondary school placement. All students seeking licensure must complete these requirements.

Involvement of P-12 Partners in Field Experiences and Clinical Practice

Elementary and secondary partners assist with students' field experiences. School faculty provide placement sites for UNCG students. Faculty also are responsible for giving

students' feedback relative to their teaching. These faculty also assist in evaluating students during practicum experiences.

Criteria and Processes Used for Selecting Mentors and Making Field Placements

Mentors must be certified physical education teachers. At the elementary school level, UNCG graduates serve as mentors. This helps maintain continuity from the program to their field experiences. In addition, the selected teachers have been recognized for their contributions on multiple levels (e.g., Project Fit Teachers of the Year, NCAAHPERD Teacher of the Year, Distinguished Alumnus, and National Board Certification). Not all secondary school teachers are UNCG graduates. Many of these secondary teachers have earned recognition similar to those listed above for elementary school teachers.

Procedures Used to Prepare Cooperating Teachers and Field Based Supervisors for Their Roles

Cooperating Teachers are involved in a workshop at the beginning of the spring semester (the student teaching semester). Each teacher is given a handbook for supervising student teachers. Ongoing communication throughout the semester is maintained.

Supervision of Candidates in Field Experiences

Each candidate is supervised 3 times/site by a university supervisor and their cooperating teacher. The format is similar for these observations. In addition, a mid-term assessment and an end-of-semester evaluation are done.

Evaluation of Field Experiences and Clinical Practices

Students in ESS 355, 455, 456, & 457 maintain a journal of their clinical experiences. They also submit a summary paper that highlights the clinical experience, its relevance to ESS content and its impact on their professional development. An exit interview by a university faculty is required for the student at the end of each practicum experience. Parts of the interview session focuses on the qualities and weaknesses of the practicum.

Section VI: Standard IV – Diversity

How Diversity is Addressed in the Curriculum and in Clinical Practice

Several professional courses (ESS 217, 330, 355, 455, 456, and 457) address cross-cultural competency through readings (e.g., E. Lynch’s *Developing cross-cultural competency*) and field/clinical experiences. Racial, ethnic, class and gender similarities and differences are target issues addressed in these classes. Guided reflection and class discussion help to guide student thinking about equality and teaching.

Diversity of the Higher Education and P-12 Faculty with whom Candidates Interact

All PETE faculty are Caucasian (2 males & 3 females). Data summarized in **Table 9** show gender, race, and ethnic breakdown of P-12 partners.

Opportunities and Experiences for Candidates to Interact with Diverse Higher Education and School Faculty

All faculty advise undergraduate students (one-on-one). This is done twice a year and sometimes in the summer. This provides ample opportunity for close dialogue with students. Some students also participate with faculty in presenting at professional meetings. For example, Dr. Tammy Schilling had students co-present at state level conferences (NCAHPERD). She also had students assist in workshop sessions across the state. Dr. Mary Lou Veal used undergraduates to help implement and evaluate a state wide project infusing sport education concepts into high school PE curricula. Karen “Pea” Poole has developed a volunteer pool of undergraduates to assist in various community based projects (i.e., Habitat for Humanity, car washes, etc.). And Dr. Tom Martinek includes several undergraduate students to assist him in his after-school sport clubs for underserved children and youth.

Table 9. Diversity of P-12 Partners

Race, Ethnicity and Gender of P-12 Partners*

	American Indian		Asian		Hispanic		Black		White		Multi-racial	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Jefferson Elementary				1		2		5	3	39		
Alamance Elementary									2	42		
Jesse Wharton Elementary						1		4	3	35		
Guilford Middle School							1	7	8	52		
	Male	Female		Black	White							
Southern Guilford HS	31	46		15	62							

*Data supplied by individual School Partners and was dependent upon availability from these schools.

Diversity of Candidates in the Program

The number of students who completed the program from 2001 through 2005 is fifty nine (59). Of those graduating in teaching twenty seven (27) were males and thirty two (32) were females. Racial and ethnic breakdown showed that there were two (2) African American and two (2) Hispanic females. All males were Caucasian.

Opportunities and Experiences for Candidates to Interact with Diverse Candidates

Class discussions and small group work (e.g. group projects) provide ample opportunity for dialogue among the students. Groups are often (intentionally) formed so they contain students of various racial, gender, and ethnic representations. This is especially apparent in ESS 217 and ESS 330. In these two courses students outside of teacher education enroll. These students come from a wide range of racial and ethnic backgrounds. There are also some teacher education students who enroll in ESS 519 (Mentoring in Community Youth Development Programs). This course has a very heavy concentration of Black and Hispanic students.

Diversity of the P-12 Students with whom Candidates Work in Clinical Experiences

There are five schools where the majority of clinical experiences occur: 1) Alamance Elementary School, 2) Jefferson Elementary School, 3) Jesse Wharton Elementary School, Guilford Middle School, and 5) Southern Guilford High School. All appear similar representation of various ethnic and racial groups. Although these school based figures they provide a snapshot of the make-up of classes that undergraduate candidates work with during their clinical experiences. The following breakdown by gender, and ethnicity is:

Alamance

<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>African American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Hispanic</u>
848	411	437	234 (27.6%)	11 (1.3%)	9 (1.1%)	46 (5.4%)

Jefferson

<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>African American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Hispanic</u>
737	373	364	207 (28.1%)	38 (5.2%)	7 (1%)	62 (8.4%)

Jesse Wharton

<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>African American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Hispanic</u>
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899	440	459	254 (28.2%)	75 (8.3%)	4 (.44%)	63 (7%)
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Guilford Middle

<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>African American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Hispanic</u>
869	436	433	350 (40.3%)	31 (3.6%)	4 (.46%)	71 (8.2%)

Southern Guilford High

<u>Total</u>	<u>Female</u>	<u>Male</u>	<u>African American</u>	<u>Asian</u>	<u>American Indian</u>	<u>Hispanic</u>
856	426	430	270 (31.5%)	36 (4.2%)	22 (2.6%)	30 (3.5%)

How the Program Ensures that Candidates Interact with Diverse P-12 Students in Public School Settings

Numerous opportunities for students to interact with diverse children and youth are provided throughout their teacher education program. For example, in ESS 217 (Introduction to Teaching Physical Education) students visit 6 to 7 schools each representing a unique racial, ethnic, and/or economic student population. Many of the clinical experiences also take place in diverse populated schools.

Section VII: Standard V – Faculty Qualifications, Performance, and Development

Program Faculty, Their Qualifications, and Teacher Assignments

Full-time program faculty and their teaching responsibilities are listed in **Table 10**. In addition to full time faculty, advanced graduate students supervise student teaching experiences.

Individual Responsible for Coordinating the Program

Table 10. Section VII: Standard V: Faculty Qualifications, Performance, and Development

Faculty	Highest Degree, discipline, Institution	Rank	Courses Taught
Dr. Mary Lou Veal	Ed.D, Teachers College, Columbia University Curriculum & Teaching in Physical Education	Associate Professor	ESS 207, ESS 455, ESS 457, ESS 461-462, ESS 464
Dr. Pam Kocher-Brown	Ed.D. University of North Carolina at Greensboro	Academic Professional Assistant Professor	Student Teaching Supervision
Dr. Thomas Martinek	Ed.D. Boston University	Full Professor	ESS 217, ESS 457, student teaching supervision
Dr. John Richards	Ed.D., University of Tennessee, Psychology of Sport and Motor Behavior	Academic Professional Associate Professor	ESS 208, ESS 213, 214
Dr. Tammy Schilling	Ph.D. University of North Carolina at Greensboro, Greensboro, NC. Teacher Education, Sport Psychology	Assistant Professor	ESS 315, ESS 316, ESS 355, ESS 455, ESS 456
Ms. Karen “Pea” Poole	M.A. Appalachian State University	Academic Professional Assistant Professor	ESS 207, ESS 208, ESS 250, ESS 461, ESS 462

The program was coordinated by Dr. Mary Lou Veal from 1995 – 2005. She was a full-time faculty member in the Department of Exercise & Sport Science with licensure in K-12 Physical Education. Beginning in Fall, 2005, the program was coordinated by Dr. Tom Martinek, a full-time faculty member in the Department of Exercise & Sport Science. In the Fall of 2005, Mary Lou took a professorial position at another university.

Dr. Veal had taught a range of courses in the PETE program including: ESS 207 (Selected Activities I: Dance), ESS 455 (Teaching Practicum 1: Fitness Practicum), ESS 457 (Teaching Practicum 3: Adolescents' Physical Activity), ESS 461-462 (Student Teaching and Seminar in Physical Education), and ESS 464 (Administration of Physical Education and Athletics). Her program responsibilities included meeting with prospective and current teacher education students, processing student files, academic advising of PETE students, selecting and recruiting school partnerships for field placements (practica and student teaching), coordinating curriculum and program evaluation, and Portfolio evaluations.

Dr. Martinek's responsibilities in the PETE program include ESS 217-Introduction to Teacher Education, Teaching Practicum I: ESS 455-Physical Fitness for Children and Adolescents, Teaching Practicum II: ESS 456-Children's Physical Activity, and Teaching Practicum III: ESS 457-Adolescents' Physical Activity. His PETE program responsibilities include meeting with prospective and current teacher education students, processing student files, academic advising of PETE students, coordinating curriculum and program evaluation, and Portfolio evaluations. He supervises student teachers.

Teaching Practices Used by Faculty

In all professional courses best practices in the field indicate students need to know and be competent in their specific content area (physical activity practice), understand the research and theory behind teaching and integrate this knowledge with actual teaching (readings, class observations linked with readings), participate in discussion regarding issues in teaching (whole class discussion, small group discussion, online discussion, case analysis), actively engage in teaching responsibilities (lesson/unit planning, practice teaching), and reflect on their teaching and how it impacts students (reflective writing).

Table 11. Instruction

Course	Lecture	Readings	Whole Class Discussion	Small Group Discussion	Online Discussion	Research papers	Lesson/unit plans	Group/ oral presentations	Reflective Writing	Portfolios	videos
ESS 207	X	X	X	X			X	X	X	X	X
ESS 208	X										
ESS 213	X	X					X	X			
ESS 214	X	X					X	X			
ESS 217	X	X	X	X					X	X	X
ESS 315	X	X	X								X
ESS 316	X	X	X								
ESS 355	X	X	X	X			X		X	X	
ESS 357											
ESS 455	X	X	X	X	X		X		X	X	
ESS 456											
ESS 457		X	X	X	X		X		X	X	X
ESS 461-62			X	X	X		X		X	X	X
ESS 464	X	X	X	X	X	X		X	X	X	
Course	Physical Activity practice	Skill Analysis	Case Analysis	Class obs linked w/readings	Practice Teaching						
ESS 207	X	X									
ESS 208	X	X									
ESS 213	X	X									
ESS 214	X	X									
ESS 217			X	X							
ESS 315	X	X	X		X						
ESS 316	X	X	X		X						
ESS 355			X	X							
ESS 357											
ESS 455		X									
ESS 456											
ESS 457	X	X									
ESS 461-62	X	X				X					
ESS 464											

Our conceptual framework notes our commitment to preparing caring, competent, and collaborative educators. Caring – reflective writing, case analysis; competent – physical activity practice, readings, class observations, lesson/unit planning, practice teaching; collaborative – class discussions, practice teaching

Faculty Service to the Institution and Collaboration with Colleagues in the Disciplines

Table 12 shows a shortened summary (over the past two years) of the institutional service rendered by the TE faculty. See ESS PETE faculty CVs for full description of institutional service and collaboration across the past four years.

Table 12. Institutional Service (Committee membership)

<u>Faculty</u>	<u>Departmental</u>	<u>School</u>	<u>University</u>
Pam Kocher-Brown	16	3	6
Tom Martinek	7	0	6
Karen Poole	2	2	6
John Richards	4	0	1
Tammy Schilling	6	2	4

Dr. Veal served on a wide range of University, School and Department committees. She served on the Council of Program Coordinators, Dispositions and Assessment committees of the Teachers’ Academy. She acted as Coordinator of the ESS Teacher Education committee from 2000-05. She was past-chair of the HHP Faculty Assembly. She chaired the UNCG Institutional Review Board from 2000-02. She served on this committee from 2002-05. She also served on a range of faculty search committees within the Department.

Dr. Schilling serves on a range of teacher education-related University, School and Department committees. These committee assignments include Birth-Kindergarten Interdisciplinary Committee, Student Teaching Coordinator, ESS Department Representative to the 75th anniversary celebration for Early Childhood Education, Teacher Education committee. Dr. Schilling serves as a mentor to a UNCG Teaching Fellow. She also has served on several scholarship committees in the Department and School.

Dr. Martinek serves and chairs the ESS Pedagogy committee and assists in reviewing student portfolios. In addition, he is a member of the University’s Leadership and Service Learning Advisory Board. This committee sets policy for service learning designated courses and reviews faculty course proposals that seek to gain “service learning” designation. He also serves on the University Graduate Studies Committee and

Curriculum subcommittee which set university policy and review and approve all curricular changes/additions for graduate levels programs and courses.

Professor Poole currently serves as the Undergraduate Program Coordinator. She also directs the undergraduate aquatics program. She has been chair of the departmental awards committee and also serves as academic advisor to undergraduate students. Professor Poole has also served on the university's academic grievance committee. Currently she is helping to coordinate the student teaching program in ESS as well as supervising student teachers.

Dr. Brown currently serves as departmental representative of the School of Health and Human Performance Curriculum Committee where she oversees all curricular actions. She is also a member of the ESS Pedagogy and Ed.D. committees and is currently co-coordinating the ESS student teaching program. Pam also serves as an academic advisor to undergraduate students.

Faculty Involvement and Collaboration with and Service to the Public Schools

Dr. Veal had been involved in extensive collaboration with the public schools. Many of her service projects were funded by the NC State Department of Public Instruction. These projects included several phases of 'Improving Physical Activity through the Physical Education Partners for Sport Education (PEPSE)' Project. The PEPSE Project was designed to increase the physical activity and fitness levels of high school students through the use of the Sport Education Curriculum Model; improve high school physical education in North Carolina through curriculum and assessment reform; and facilitate increased collaboration between public schools and universities in North Carolina, which will provide professional development opportunities for both university and school-based educators. More than 20 University and School faculty collaborated in this project.

Tom Martinek has spent the past eleven years directing and teaching in youth development programs for underserved youth. His programs have served over 400 children and youth. Tom also provides pre- and in-service staff development programs for practitioners who work with underserved children and youth in school and community youth development programs. His staff development efforts have taken place locally, nationally, and internationally. Tom has also created numerous opportunities for parent, teacher, and university staff dialogue through numerous workshops and parent night events. For each of the past two years he received the "Outside Agency" Award from the Salvation Boys and Girls Club and was the 1999 recipient of the Arthur Herbert Wilde Distinguished Alumni Award from Boston University. Dr. Martinek also was named University Teacher of the Year by the North Carolina Alliance for Health, Physical Education, Recreation and Dance in 1993. He has also gained prominence internationally and was inducted in the International Who's Who in Sport Pedagogy.

Dr. Schilling has organized 2 creative movement sessions for the Arts Alive—Alamance Elementary School program. These events have involved graduate and undergraduate students performing for students, teachers and parents. Dr. Schilling also organized Tots in Action, a series of 10 physical activity sessions for preschool classes at Alamance and Lindley Elementary Schools.

Faculty Scholarship

Table 13 shows a shortened summary (over the past two years) of the scholarly contributions rendered by the TE faculty. See ESS PETE faculty CVs for full description of scholarly productivity across the past four years.

Table 13. Faculty Scholarship

<u>Faculty</u>	<u>Articles/Books</u>	<u>Presentations</u>	<u>Grants</u>	<u>Works in Progress</u>
Pam Kocher-Brown	0	2	0	2
Tom Martinek	6	13	4	4
Karen Poole	0	0	0	
John Richards	0	0	0	
Tammy Schilling	2	11	1	3

Faculty Service to the Profession

Dr. Veal was a member of the American Educational Research Association (AERA) and the Special Interest Group for Research on Learning and Instruction in Physical Education AERA. She was also a member of the American Alliance for Health, Physical Education, Recreation and Dance. She served as Chair of the Curriculum and Instruction Academy. She served as President of the North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance and President of the Physical Education Association within that organization.

Tom Martinek has been a member of numerous professional organizations (i.e., American Alliance for Health, Physical Education, Recreation, and Dance, North Carolina Alliance for Health, Physical Education, Recreation, and Dance, National Association for Kinesiology and Physical Education in Higher Education, International Associate of Physical Education in Higher Education, Association for Moral Education). He is a frequent reviewer for numerous journals (e.g., Journal of Teaching in Physical Education, Research Quarterly for Exercise and Sport, Quest, Journal of Exercise and Sport Psychology, International Journal of Applied Sport Psychology). In addition, Tom is on the editorial board for Quest and the International Journal of Science and Sport.

Dr. Schilling has served as a manuscript reviewer for Perceptual and Motor Skills and Research Quarterly for Exercise and Sport. She is a member of NCAAHPERD and AAHPERD. In addition, Dr. Schilling has organized and collaborated with local teachers to submit proposals for presentations at NCAAHPERD and AAHPERD conferences. Over the course of three years, they have submitted six state proposals and three national

proposals. These proposals have involved ten teachers, all of whom are UNCG alumni. Six of the teachers have graduated within the past three years.

Faculty Evaluation Process

The faculty evaluation process consists of workload planning and subsequent evaluation of workload goal attainment. Faculty negotiate yearly workloads for teaching, research and service, in consultation with the Department Head. At year's end, an elected faculty Annual Review Committee evaluates faculty accomplishments and makes recommendations to the Department Head. Faculty are assigned a score based on this analysis (1=highest merit; 2=medium merit; 3=lowest merit; 4=no merit). Individual faculty meet with the Department Head to process committee and administrative feedback and set new goals.

Evaluation of teaching. An important and primary means for evaluating teaching is through peer and student evaluations. Faculty are required to administer student evaluations in each course each semester. A departmental, 12-item form has been used by faculty for many years. A new, School-wide evaluation instrument was adopted for Fall 2002 courses. In addition, however, many faculty use additional instruments and also solicit written comments from students.

Peer evaluations of teaching also are required. For non-tenured faculty, one peer evaluation is required each year. For tenured faculty, one peer evaluation is required every two years. A departmental framework has been adopted to guide peer observations. This form is used by most faculty. These data are summarized and submitted in annual reports. Faculty members are encouraged to include a reflective statement of their teaching that highlights positive accomplishments as well as addressing an problems noted. Oftentimes, faculty use this statement to place student comments into an explanatory context.

In addition to this formal, yearly process, teaching evaluations are informally monitored by the Department Head to head off any potential teaching problems. If problems are detected, meetings are scheduled with to discuss and problem-solve emerging issues.

Faculty Assessment of Their Effectiveness as Related to Candidate Performance

Faculty are required to administer student evaluations in each course each semester. A departmental, 12-item form has been used by faculty for many years. A new, School-wide evaluation instrument was adopted for Fall 2002 courses. In addition, however, many faculty use additional instruments and also solicit written comments from students.

Peer evaluations of teaching also are required. For non-tenured faculty, one peer evaluation is required each year. For tenured faculty, one peer evaluation is required every two years. A departmental framework has been adopted to guide peer observations. This form is used by most faculty. These data are summarized and submitted in annual reports. Faculty members are encouraged to include a reflective statement of their

teaching that highlights positive accomplishments as well as addressing an problems noted. Oftentimes, faculty use this statement to place student comments into an explanatory context. These reflective statements are used to guide course and teaching strategy modifications.

Faculty Evaluations Inform Teaching, Scholarship, and Service

The faculty evaluation process consists of workload planning and subsequent evaluation of workload goal attainment. Faculty negotiate yearly workloads for teaching, research and service, in consultation with the Department Head. At year's end, an elected faculty Annual Review Committee evaluates faculty accomplishments and makes recommendations to the Department Head. Faculty are assigned a score based on this analysis (1=highest merit; 2=medium merit; 3=lowest merit; 4=no merit). Individual faculty meet with the Department Head to process committee and administrative feedback and set new goals.

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Professional Development Opportunities Provided for Faculty

Professional faculty development opportunities are available at the University, School and Departmental levels. The University Teaching Learning Center (TLC) provides a range of services to University faculty. The TLC strives to promote a creative and stimulating learning environment, enabling UNCG to achieve its *Vision for Teaching and Learning*. The primary focus of the TLC is the support of faculty in their efforts to enhance the University's instructional programs. The TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. In 2005, the TLC provided funds to over 20 UNCG faculty to attend the Lilly South Conference on College and University Teaching.

The School of Health and Human Performance's Instructional Technology Consultant organizes and facilitates opportunities for professional development. Technology 'cracker barrel' sharing sessions are organized each academic semester. Faculty participants informally share successful teaching techniques they have applied in their classrooms. Although the primary focus of these meetings is improvement of University teaching, there are natural extensions to School teaching and teacher education. Further, many of the techniques shared by faculty have been successfully applied within teacher education classes and practica.

Practices Used to Select, Orient, Communicate with, and Evaluate Adjunct Faculty to Ensure Program Quality

Few adjunct faculty are used in the Department of Exercise and Sport Science. Rather, teachers at practicum sites are members of the clinical faculty cadre. The same selection criteria as for the practicum apply here. These faculty meet with full-time UNCG faculty for orientation prior to the beginning of the class. Dr. Schilling supervises the practicum and meets with the clinical faculty throughout students' practicum experiences. The sites and teachers are evaluated by UNCG faculty and preservice teachers working at their sites.

Section VIII: Standard VI – Program Governance and Resources

Program Administration

The PETE program is housed within the Department of Exercise and Sport Science, a department within the School of Health and Human Performance. This program also is part of the Teachers' Academy, which makes policy decisions for all teacher licensure programs at UNCG. The program was coordinated by Dr. Mary Lou Veal from 1995 – 2005. She was an associate professor in the Department of Exercise & Sport Science with licensure in K-12 Physical Education and a member of the Council of Program Coordinators for the Teachers' Academy. Beginning in Fall, 2005, the program was coordinated by Dr. Tom Martinek, a full-time faculty member in the Department of Exercise & Sport Science.

Adequacy of the Number of Faculty to Support the Program

There are 3 full time, tenure track faculty assigned to the PETE program. In addition, several other faculty support this program by teaching one or more courses and supervising student teachers. In addition, clinical faculty and cooperating teachers work closely with UNCG undergraduate students, and they serve as an advisory group, helping to improve the program from year to year. In addition, they assist with the assessment of the required Technology Portfolio. In particular, pedagogy faculty members have worked closely with Kim Berg, a UNCG clinical faculty member for 3 years, and three teachers at Guilford Middle school.

Like other UNCG/ESS programs, increasing enrollments have resulted in increased pressures in programs like teacher education which require small student-teacher ratios. To combat these increased ratios, the faculty in PETE formally requested that a new faculty position be added at the soonest possible time. This request was made in the general context of setting faculty priorities across the entire department.

Adequacy of the Non-faculty Personnel that Support the Program

Clinical faculty and cooperating teachers work closely with UNCG undergraduate students, and they serve as an advisory group, helping to improve the program from year to year. In addition, they assist with the assessment of the required Technology Portfolio.

There is a small graduate program (M.Ed., Ph.D., Ed.D) that supplies students in support of the PETE program. These students generally supervise student teachers and teach a required course for Elementary Education Teacher Education students. Graduate students with limited teaching experience initially supervise student teachers as part of a supervised Practicum in Supervision of Physical Education experience. This practicum is closely supervised by a licensed faculty member. Advanced graduate students supervise student teachers with greater independence.

Facilities in which the Program is Housed and Their Adequacy

Most PETE courses are scheduled in a dedicated gymnasium space. This space provides a large, well-equipped area for physical activity and practice by students and children. Use of this gymnasium enables faculty to bring children and adolescents to campus to interact with undergraduate students in a physical activity setting. At other times, PETE students travel to area elementary and secondary schools to interact with children and adolescents in a field setting.

For non-activity based courses, classroom space is scheduled, typically in the Health and Human Performance Building.

Each full-time PETE faculty member is assigned a private office space where they can meet with students. In addition, a small seminar-meeting room is available for committee and student meetings.

Instructional Resources that Support the Program and Their Adequacy

Sufficient classroom space is available for course instruction although much of the course work is done in a gymnasium (Research Gym). Each classroom is equipped with state-of-the-art video, overhead, and computing hardware. Library holdings in exercise and sport science are one of the largest in the state. Gym space is available through large two-court and single court gymnasiums both of which have excellent lighting and sound support. Equipment for games and gymnastic instruction is ample and updated each year.

Technology Resources that Support the Program and Their Adequacy

The University Teaching Learning Center (TLC) provides a range of teaching and technology services to University faculty. The TLC provides instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology. In 2005, the TLC provided funds to over 20 UNCG faculty to attend the Lilly South Conference on College and University Teaching.

The School of Health and Human Performance's Instructional Technology Consultant organizes and facilitates opportunities for professional development. Technology 'cracker barrel' sharing sessions are organized each academic semester. Faculty participants informally share successful teaching techniques they have applied in their classrooms. Although the primary focus of these meetings is improvement of University teaching, there are natural extensions to School teaching and teacher education. Further, many of the techniques shared by faculty have been successfully applied within teacher education classes and practica.

Each classroom in the Health and Human Performance Building is fully instrumented with a permanent projector, PC and audio/video platform. This set-up is not available in the gymnasium; portable projection systems are available for this purpose.

Heart rate monitors and pedometers are available for use by students. As a result of funding by the UNCG Teacher Learning Center, students will learn to integrate use of Heart Rate monitors in physical fitness/physical activity settings. Students will initially learn to use these monitors in an undergraduate core course (exercise physiology). They will apply this knowledge with children in ESS 455, Fitness Practicum. Students will learn to use the monitors to motivate children to become more physically active in their classes.

Standard 6A: Working Conditions

Faculty teaching, advisement, and committee loads by semester for at least three years. (The chart should include the same faculty included in the chart for Standards 5 and 5A.)

Table 14 summarizes teaching, advising, and committee workloads for Teacher Education faculty. Teaching workload includes the number of credit hours taught as well as the number of student credit hours (SCH) generated. Faculty workload is based on both of these data points.

A typical workload for a tenure track faculty member is 6-9 credits. It is important to note that workloads for Dr. Veal and Dr. Martinek are artificially inflated due to student teaching and internship assignments. In both cases, these are in **Table 15**.

Teaching Load

Faculty teaching, advisement, and committee loads by semester for at least three years. Faculty are the instructor of record for these experiences. Other faculty and advanced graduate student supervise some of these students, however.

Table 14. Teaching Load (credit hour generation/ SCH)

Faculty	Student Advising	Committee memberships		
		2002-03	2003-04	2004-05
Dr. Mary Lou Veal	25	7	5	9
Dr. Pam Kocher-Brown	10	--	1	4
Dr. Thomas Martinek	25	8	3	5
Dr. John Richards	18	6	3	5
Dr. Tammy Schilling	15	6	5	6

Table 15. Faculty Work Load

Faculty	Fall 2002	Sp 2003	Fall 2003	Sp 2004	Fall 2004	Sp 2005
Dr. Mary Lou Veal	8 100.5	19 187	11 169.5	22 224	8 124.2	24 163.7
Dr. Pam Kocher-Brown	--	--	10 264	10 230	10 330	10 218
Dr. Thomas Martinek	8 205	On leave	20 222	21 182.6	8 127.7	7 162
Dr. John Richards	11 289	8 169	9 215	9 179	9 217	8 201
Dr. Tammy Schilling	4 69.5	8 151	6 194.5	5 80	1 23	5 78

Institutional and program policies and practices related to faculty loads, including student teaching supervision.

A full teaching workload for departmental faculty is 12 credits/semester. Most faculty, however, teach fewer credits because they are released from teaching for other duties. A typical workload for a tenure track faculty member is 6-9 credits. Non-tenure track faculty typically are assigned 9-12 credits. Tenure track faculty are given release time for scholarly pursuits. All faculty have release time for graduate and undergraduate student advising and committee work. Specific faculty duties are determined on an individual basis in consultation with the Department Head. Individuals meet with the Head at the beginning of the year to determine specific yearly goals. Teaching, research and service are assigned based on these goals and departmental needs and are based on the guidelines outlined above.

As noted above, one faculty member is assigned student teaching as instructor of record. This assignment includes the seminar as well as supervision of individual teachers. Because the number of student teachers varies from year to year, the number of supervisors varies as well. While the faculty member of record supervises most of the student teachers, other faculty and graduate students are assigned supervisory roles as well. In some cases, graduate students supervise student teachers as part of a practicum experience. These students are closely supervised by a faculty member (typically the student teaching supervisor).