

## AC 2023 – 2024 Assessment

### Health and Physical Education K-12 (378)

**Division: Gallaspy College of Education and Human Development**

**Department: Health & Human Performance**

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**Date: 06/04/24**

**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**Division Mission:** The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

**Department Mission.** The Department of Health & Human Performance's academic programs provide a foundation for our students to leave Northwestern State University as innovative, contemporary leaders prepared for a variety of career opportunities in health, kinesiology, and sport. Our faculty provide a collaborative, supportive learning environment in which students discover, explore, and practice the knowledge, movement, and values that will help ensure a healthy, productive lifestyle and successful career.

**Program Mission Statement.** Through the completion of program requirements for Health and Physical Education K-12 Teaching, students will gain foundational knowledge in health, physical fitness, and pedagogy. Candidates will acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, critical thinking, research, reflective analysis, communication, and

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evaluation. The Bachelor of Science Degree in Health and Physical Education K-12 Teaching challenges teacher candidates to develop plausible solutions for health and physical fitness needs, beginning with kindergarten and continuing through 12th grade. Through these learning experiences, Health and Physical Education K-12 candidates become life-long learners with the desire to develop and promote physical activity for a lifetime.

**Methodology:** The assessment process for the HPE K-12 program is as follows:

- (1) Data or evidence from assessment tools are collected and returned to the Department Head.
- (2) The Department Head will analyze the data or evidence to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching major undergraduate courses, if required (show cause).
- (5) The Department Head, in consultation with the HHP Advisory Committee, will propose changes to measurable outcomes, assessment tools for the next assessment period and where needed, curricula and program changes.

### Student Learning Outcomes:

**SLO 1. The student will demonstrate a basic knowledge of the principles and foundations of Health and Physical Education.**

Course Map: Tied to course syllabus objectives.

HP 2010: Foundations of Physical Education

HP 2630: Motor Learning

HP 3550: Applied Kinesiology

HP 4000: Introduction to Adaptive Physical Education

HP 4170: Testing, Evaluation, and Prescription of Exercise

Praxis II Health and Physical Education: Content Knowledge Exam (#5857)

### Measure 1.1. (Direct – Knowledge):

SLO 1 is assessed through the Praxis II Health and Physical Education: Content Knowledge (#5857) exam. A passing score of 160 is required for successful achievement. The assessment is aligned with the 2008 NASPE Standards and is

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required for teacher licensure in the state of Louisiana. NSULA requires this assessment to be passed before the teacher candidate enters the teaching internship (residency); therefore, the success rate is 100%.

### **Finding. Target was not met.**

75% of candidates (n=4) successfully passed Praxis II Health and Physical Education test (#5857).

### **Analysis.**

In AC 2022-2023 the target was met. Based on the analysis of the 2022-2023 results, the faculty made the following changes in AC 2023 – 2024. Faculty provided the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards to drive the cycle of improvement. An increase in courses in health education content was included in the new curriculum. These changes were purported to improve the student's ability to prepare for the Praxis II Health and Physical Education Content Knowledge (#5857) exam (but these changes may not be seen until subsequent years); thereby, continuing to push the cycle of improvement forward. Program improvements were maintained through the availability of increased health education content sessions as well as during labs, maintaining current information in courses, and the alignment with state and national standards on health and physical education.

As a result of these changes, in AC 2023-24, the target was partially met. Three teacher candidates successfully passed the Praxis II Health and Physical Education: Content Knowledge (#5857) exam. One did not.

These changes had a direct impact on the student's ability to demonstrate a basic knowledge of the principles and foundations of Health and Physical Education, particularly in regard to health education.

### **Decision.**

In AC 2023-2024, the target was not met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty will improve course and curriculum alignment to current National Health and PETE Standards to drive the cycle of improvement. Course materials will be further analyzed and tightened for alignment with Content Knowledge Exam content. One area of deficit in testing is preparation in health knowledge. Therefore, increased content knowledge in both health and physical education will be implemented

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throughout the curriculum to enhance student knowledge and subsequent performance.

These changes will improve the student's ability to demonstrate a basic knowledge of the principles and foundations of Health and Physical Education, thereby continuing to push the cycle of improvement forward. Additional analysis of curriculum content will also be performed.

### **Measure 1.2. (Direct – Skills/Ability):**

Candidates will demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation. These case studies and scenario driven exercises are used in HP 2000, 2630, 3550, 4000, & 4170. In these responses, they must demonstrate proper response and actionable recommendations based on the information presented; 75% of the candidates will score 70% or higher on these exercises.

### **Finding. Target was met.**

#### **Analysis.**

Based on the analysis of the 2022-2023 results, the faculty implemented the following changes in AC 2023 – 2024. Faculty provided updated course materials including a variety of updated case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation. These changes improved the student's ability for critical thinking and problem-solving skills thereby continuing to push the cycle of improvement forward.

In AC 2023-2024 the target was met, 90% (n=10) of the candidates scored 70% or higher on these exercises. This helped ensure that the candidates gained current knowledge in problem-solving and critical thinking relevant to physical literacy. The faculty conducted specific study sessions and labs during the year, to enrich candidates' understanding of course material.

As a result of these changes, in AC 2023-24, the target was met. 90% of the candidates (n = 10; measured through HP 2000, 2630, 3550, 4000, & 4170) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to demonstrate their critical thinking and problem-solving skills through a variety of case studies, as well as scenario-driven exercises in which they are required to analyze and develop a response to a health and physical education-related situation.

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### Decision.

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty will provide updated, applicable course materials including a variety of case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation. Real-world scenarios and experiences will be implemented throughout coursework.

These changes will improve the student's ability to demonstrate a basic knowledge of principles and foundations of Health and Physical Education, thereby continuing to push the cycle of improvement forward.

**SLO 2. The student will demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations.**

Course Map: Tied to course syllabi below.

HP 2110: Basic Movement and Rhythmical Activities

HP 2230: Recreational and Innovative Games

HP 2240: Individual and Dual Sports

HP 2270: Physical Fitness

HP 2280: Team Sports

### Measure: 2.1. (Direct – Skill / Ability)

Students will develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants. This will be achieved by attaining a grade of at least 70% on a 4-week unit lesson plan of instruction in one of the physical education techniques classes. 75% of the students will score 70% or higher on these exercises.

**Finding. Target was met.**

### Analysis.

In AC 2022-2023 the target was met, 86.6% of the students scored 70% or higher on these exercises. These changes impacted on the student's ability to present physical education techniques through activity demonstrations.

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Based on the analysis of the 2022-2023 results, the faculty implemented additional courses that the students could practice how to present health and physical education techniques through activity demonstrations with class participants. Also, the faculty collaborated with the NSU Lab School physical educators to create authentic teaching experiences for the students. These changes improved the students' ability to present physical education techniques through activity demonstrations.

As a result of these changes, in AC 2023-24, the target was met, 83.3% of the students (n = 6; measured at HP 2230 (equivalent) & 2270) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to develop content knowledge in the presentation of physical education techniques through activity demonstrations with class participants.

### **Decision.**

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will redesign the curriculum while keeping components that are successful. Course activities will be refined where students practice how to present health and physical education techniques through activity demonstrations with class participants. In addition, the faculty will collaborate with the NSU lab physical educators to create authentic teaching experiences for the students.

These modifications will improve the student's ability to demonstrate the development of an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward. Coursework analyzed will be changed to reflect the updated curriculum.

### **Measure: 2.2. (Direct -- Knowledge)**

Candidates will describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented. This will be determined with 75% of the students earning a score of at least 70% on semester technique/skill presented.

**Finding. Target was met.**

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### Analysis.

In AC 2022-2023 the target was met. 100% of the students earned a score of at least 70% on semester technique/skill presented. These changes impacted on the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

Based on the analysis of the 2022-2023 results the faculty made the following changes in AC 2023 – 2024. Faculty provided course materials that promoted students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. These changes improved the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-24, the target was met. 83.3% of the students (n=6; measured at HP 2230 (equivalent) & 2270) scored 70% or higher on these exercises.

These changes had a direct impact on the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.

### Decision.

In AC 2023-2024, the target was met.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Faculty will provide course materials that encourage students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. The curriculum will be updated and additional activities within alternate courses will be used for analysis.

These changes will improve the student's ability to demonstrate the ability to develop an exercise prescription plan, which encompasses the initial prescription, maintenance for such prescription and subsequent re-evaluation strategies for apparently healthy populations, thereby continuing to push the cycle of improvement forward.



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**SLO 3. The student will be able to demonstrate the ability to administer test protocols for evaluating the components of physical fitness.**

Course Map: Tied to course syllabus below.

HP 4170: Testing, Evaluation, and Prescription of Exercise

### **Measure 3.1. (Direct – Skill / Ability)**

The candidate will earn a performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components. This will be determined with 75% of the candidates earning a score of at least 70% or higher in the administration of testing protocols for various physical fitness components.

**Finding. Target was not met.**

### **Analysis.**

In AC 2022-2023 the target was met. 100% of students earned scores of at least 70% or higher on the administration of testing protocols for various physical fitness components. These changes helped students be successful in these two courses, as the curriculum calls for a “hands-on” approach to the outcomes.

Based on the analysis of the 2022-2023 results, faculty made the following changes in AC 2023 2024. Faculty taught HP 4170 in lab-like conditions, as students evaluated case studies, and wrote protocols for activity- based prescription treatments to drive the cycle of improvement. These changes improved the student’s ability to administrate testing protocols for various physical fitness components thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-24, the target was not met. 63.3% of the students (n = 3; measured at HP 4170) scored 70% or higher on these exercises. The small sample size of students measured resulted in one student not meeting expectations.

These changes did not have a direct impact on one student’s ability to demonstrate competence in performance evaluation score of 70% or higher in the administration of testing protocols for various physical fitness components.

### **Decision.**

In AC 2023-2024, the target was not met. One student did not meet the target.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement.



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In AC 2024-2025, faculty will teach HP 4170 face-to-face in lab-like conditions, as students evaluated case studies and write protocols for activity-based prescription treatments to drive the cycle of improvement. Lab conditions will continue to be approved including updated equipment and applicable labs.

These changes will improve the student's ability to demonstrate the ability to administer test protocols for evaluating the components of health and physical fitness, thereby continuing to push the cycle of improvement forward.

### **Measure 3.2. (Direct – Knowledge)**

The candidate will correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels). This will be determined with 75% of the candidates scoring 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

### **Finding. Target was not met.**

#### **Analysis.**

In AC 2022-2023 the target was met. 100% of the students scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

Based on the analysis of the 2022-2023 results, the faculty aligned courses and content to the current National PETE Standards. These changes improved the student's ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy thereby continuing to push the cycle of improvement forward.

As a result of these changes, in AC 2023-24, the target was not met. One student did not meet the target. Two out of three (63.3%) of the students (n = 3; measured at HP 4170) scored 70% or higher on correctly selecting the appropriate fitness test and scoring guides.

These changes had a direct impact on the student's ability to correctly select the appropriate test protocol to be used in various physical fitness and exercise settings (elementary, middle, and secondary levels).

#### **Decision.**

In AC 2023-2024, the target was not met. One student did not meet the target.

Based on information gathered from analysis of the AC 2023-2024 data, faculty will

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implement the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty will provide additional courses and curriculum alignment to the current National Health and PETE Standards. Updated labs and equipment will enhance student experiences and outcomes.

These changes will improve the student's ability to demonstrate the ability to administer test protocols for evaluating the components of physical fitness, thereby continuing to push the cycle of improvement forward. Additional activities will be assessed in 2024 – 2025.

**(New) SLO 4: Candidates will demonstrate knowledge of Appropriate Practices relating to K-12 health and physical education, curriculum, instruction, assessment, and managing classroom procedures.**

**Course Map:** SLO 4 is assessed in EDUC 4922: Residency II- Teaching in K-12 Health and Physical Education. This course is taken during the final year in the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (Louisiana Educator Rubric- NIET Evaluation Instrument)	Candidates will demonstrate knowledge of developmentally appropriate practices relating to K-12 Health and Physical Education curriculum, instruction, assessment, and managing classroom procedures.

**Measure 4.1. (Direct – Knowledge, Skills, and Dispositions).**  
NSU Evaluation Instrument (NIET/TAP)

The evaluation instrument used in prior years was aligned with the Danielson and Compass rubrics. To improve program alignment, it was determined that this instrument, which was content specific, needed to be a universal instrument measuring teaching pedagogy across programs. Partner districts had recently adopted the NIET/TAP evaluation instrument, and as a result, offered full-time faculty training on the NIET evaluation process. The NIET/TAP instrument is widely known throughout the state and aligns closely with the foundational Danielson model. These domains are based on effective teaching behaviors listed on the Danielson Framework for Teaching instrument and aligned to the InTASC standards.

University field supervisors and cooperating principals evaluate each criterion using a five-point rating scale with the following options: Unsatisfactory = 1, Approaching Proficiency = 2, Proficient = 3, Mastery = 4, and Exemplary = 5. Items on the instrument are evaluated multiple times during the two residency semesters.

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The target for this assessment is for 80% of candidates to attain a minimum 3.0 (proficiency) score on the evaluation instrument.

**Finding AC 2023-2024:** Target was met.

### Analysis:

Based on the analysis of the AC 2023-2024 results, students' mean observation score is 3.968 (n=3). Candidate scores on the NIET/TAP rubric provided evidence for meeting state-identified standards aligned with artifacts tied to InTASC and content standards. Teacher candidate highest scores exhibit strengths in: Teacher Content Knowledge (mean score 4.154) Respectful Classroom Culture (mean score 4.154), Classroom Environment (mean score 4.154), and Grouping Students (mean score 4.0). The lowest scores are in the areas of: Academic Feedback (mean score 3.231), Questioning (mean score of 3.308), and Assessment (mean score 3.308). In AC 2023-2024 the target was met.

**Action: Decision/Recommendation:** In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. A transitional period will be in place for candidates who are not yet in Residency in which they will be placed in a classroom with a cooperating teacher at NPSB School during Methods courses for level 1,2, and 3 field experiences. This will occur over the span of two semesters. These field experiences will allow for more opportunities for candidates to observe various assessment techniques, providing academic feedback, and various methods for grouping students. Small group and whole class teaching experiences in this setting will be observed and evaluated by both the cooperating teacher and NSU methods instructors. These changes will allow teacher candidates to receive an improved coaching experience within their residency and ultimately improve their ability to demonstrate effective use of academic feedback as they teach and interact with students in the classroom.

**(NEW) SLO 5: Candidates will model behaviors and characteristics that are professional and ethical.**

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

### Measure 5.1. (Direct – Dispositions)

SLO 5 is assessed through the Professional Disposition Evaluation tool. The newly adopted form is electronic and allows for more efficiency to monitor ongoing candidate performance. This tool was adopted by the School of Education Advisory Council for

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pilot use during AY 2022-2023 to be further reviewed upon data analysis of first-year implementation.

The target for this assessment is for 80% of candidates to score a minimum mean score of 3.5 out of 4.

**Finding:** Target was Met.

### **Analysis:**

In AC 2023-2024 the target was met. The total mean score (n=3) for all dispositions of candidates in Residency II was 3.968 on a 4.0-point scale. 100% (3 out of 3) residents scored at least 3 out of 4 on the Professional Disposition Evaluation instrument. The lowest scoring indicators were as follows: *Student connects theory with practice* and *Student shows concern for mastery of material*. Residents' mean score on both of these indicators was 3.50 out of 4.0. The highest scoring indicators were: *The student attends class regularly* (3.818 mean score) and *The student gives credit to others' work using APA formatted citations and references* (3.889 mean score).

### **Action – Decision/Recommendation:**

In AC 2023-2024, the target was met.

Based on the analysis of AC 2023-2024 data, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement: In AC 2024-2025, faculty will provide additional instruction focused on aligning assessment to content to better improve student mastery outcomes. Additionally, based on feedback from mentor teachers and school administrators, the current instrument is not relevant to attributes that are observable in the field. Therefore, faculty has determined to adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing.

These changes will allow for critical dispositions to be accurately measured and improve the candidates' ability to model behaviors and characteristics that are professional and ethical, thereby enabling them to communicate effectively with all stakeholders continuing to push the cycle of improvement forward. These changes will improve the student's ability to model behaviors and characteristics that are professional and ethical, thereby continuing to push the cycle of improvement forward.

**(NEW) SLO 6: Candidates exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.**

**Course Map:** EDUC 4922: Residency II- Teaching in the K-12 Health and Physical Education Classrooms

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SLO 6 is assessed through the standards and objective domain on the intern's (resident's) final evaluation.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (Lesson Plan execution)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Elementary Education.

The **Assessment for Lesson Plan Implementation** addresses the Louisiana State Standards and interns' (residents') ability to execute best teaching practices as reflected on the lesson plan. This assessment requires interns to successfully execute the planned elements of the lesson on which their performance evaluations are based as measured by the Standards and Objectives domain of the NIET Evaluation Rubric. Residents demonstrate competency of written lesson plan design through course assignments prior to the residency. However, this lesson plan assessment measures the resident's ability to effectively execute the components as planned.

Target for this assessment is that 85% of the residents score a 3.0 on the Standards and Objectives Domain of the NIET Evaluation Rubric.

**Finding.** Target was met.

**AC 2023-2024:** Target was met. 100% of candidates (n=3) met the target.

### Analysis:

In AC 2023 – 2024, faculty added additional instructional materials and resources to support contextual factors and student learning adaptations and higher order thinking. Additionally, residents were given additional instruction in the areas of executing the lesson plan and measuring the implementation and effectiveness of planning through student outcomes of the lesson. These changes resulted in more in-depth and targeted instruction in this area of need driving the improvement cycle.

### Action - Decision or Recommendation:

In AC 2023-2024, the target was met. Based on information gathered from an analysis of the AC 2023-2024 data, faculty will implement the following in AC 2024 – 2025. Faculty will increase instruction in the areas of Performance-based Lesson Planning. Candidates/Interns (Residents) will be scored on lesson planning with the use of the performance evaluation rubric. These changes will allow faculty to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives, thereby continuing to push the cycle of improvement forward.

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**(NEW) SLO 7: Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.**

**Course Map** SLO 7 is assessed in EDUC 4922: Residency II- Teaching in the Health and Physical Education Classrooms through the teaching portfolio which is assessed using the P12 Student Learning Impact Assessment during the last semester of the program.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate	Candidates will assess the quality of instructional decision making using the P12 Student Learning Impact Assessment.

### Measure 7.1. (Direct – Knowledge and Skills)

SLO 7 is assessed through the P12 Student Learning Impact Assessment, a component of the culminating portfolio, during Residency II. Residency II is taken during the last semester of the program. The assessment is evaluated using a rubric. 80% of all students will score 3 out of 4 on the benchmark performance.

**Finding: Target was met.**

#### Analysis:

The faculty made the following changes in AC 2023-2024. Additional direct instruction and assignments were provided by faculty to reinforce setting student learning targets in HED 3880 and HP 4960, the analysis of formative data in HED 4880 and HP 4960, and reflection on instruction in all methods courses as a component of the self-reflection after students completed their teaching of the unit.

As a result of these changes, in AC 2023-2024 the target was met. 100% of candidates (n=3) scored an average of no less than 3 out of a 4-point scale. Candidates' scores ranged 3.0 - 4.0, with the mean score being 3.778. The criteria that candidates scored the highest in were *Preparing Instructional Assignments or Activities, Analysis of Formative Data (Artifacts), and Student Learning Targets*, both criteria showing a mean score of 4.0. The lowest criteria were *Analysis of Formative Data (Student assessment data)* with a mean score of 3.333.

#### Action: Decision/Recommendation:

In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025 to drive the cycle of improvement. Opportunities to analyze formative data will be provided in HED 4880 Methods and Materials of K-12 Health Education and HP 4960 Methods and

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Materials of K-12 Physical Education. Literacy Tasks required by LDOE provide analyzing data activities using data gathered in small group teaching of lessons.

These changes will have a direct impact on the student's ability to analyze formative data to inform actions, thereby continuing to push the cycle of improvement forward.

### Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results.

Program faculty made several decisions after examining results of data analysis from AC 2022-2023 which resulted in improved student learning and program improvement in AC 2023-2024. (These changes were based on the three original SLOs from AC 2022-2023).

- **SLO 1:** Faculty provided the course and curriculum alignment to the current National Physical Education Teacher Education (PETE) Standards to drive the cycle of improvement. An increase in courses in health education content was included in the new curriculum. These changes were purported to improve the student's ability to prepare for the Praxis II Health and Physical Education Content Knowledge (#5857) exam (but these changes may not be seen until subsequent years); thereby, continuing to push the cycle of improvement forward. Program improvements were maintained through the availability of increased health education content sessions as well as during labs, maintaining current information in courses, and the alignment with state and national standards on health and physical education.
- **SLO 2:** Faculty provided course materials that promoted students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. These changes improved the student's ability to describe and apply the correct progression activity and the duration of exercise needed to satisfy the outcome required by the respective technique presented.
- **SLO 3:** Faculty aligned courses and content to the current National PETE Standards. These changes improved the student's ability to gain current knowledge in problem-solving and critical thinking relevant to physical literacy thereby continuing to push the cycle of improvement forward.

### Plan of Action for Moving Forward:

Program faculty examined the evidence and results of data analysis from AC 2023-2024 and will take steps to improve student learning in AC 2024-2025:

- Faculty will utilize more precise measures including course materials to measure



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student achievement aligned with the student learning outcomes.

- Faculty will provide the course and curriculum alignment to the current National Health & PETE Standards. Course materials will be closely tightened with Content Knowledge Exam content.
- Faculty will provide course materials including a variety of case studies as well as scenario-driven exercises in which they were required to analyze and develop a response to a health and physical education-related situation. Faculty will implement courses that the students could practice how to present physical education techniques through activity demonstrations with class participants. In addition, the faculty will continuously collaborate with the NPSB physical educators to create authentic teaching experiences for the students.
- Faculty will provide course materials that promote students to spend more hours practicing the activity and the exercise needed to satisfy the outcome required by the respective technique presented. Faculty will teach HP 4170 as lab-like conditions, as students evaluated case studies and wrote protocols for activity-based prescription treatments to drive the cycle of improvement. Equipment will be upgraded for student use in real-world experiences to meet workforce needs.
- Curricula will be updated, and course materials refined and aligned with national standards for both health and physical education. Increased health knowledge will be implemented throughout the curricula.
- A transitional period will be in place for candidates who are not yet in Residency in which they will be placed in a classroom with a cooperating teacher at NPSB School during Methods courses for level 1,2, and 3 field experiences. This will occur over the span of two semesters. Teacher candidates will receive an improved coaching experience within their residency and ultimately improve their ability to demonstrate effective use of academic feedback as they teach and interact with students in the classroom.
- Faculty will adopt the newly created Disposition instrument which has been developed by the Louisiana CAEP Consortium, pending current validity and reliability testing to allow for critical dispositions to be accurately measured and improve the candidates' ability to model behaviors and characteristics that are professional and ethical.
- Faculty will increase instruction in the areas of Performance-based Lesson Planning to better identify and improve the candidates' ability to effectively plan and execute lessons to ensure student mastery of standards and objectives.
- Opportunities to analyze formative data will be provided in HED 4880 Methods and Materials of K-12 Health Education and HP 4960 Methods and Materials of K-12 Physical Education. Literacy Tasks required by LDOE provide analyzing data activities using data gathered in small group teaching of lessons to improve student's ability to analyze formative data to inform actions.