

2006-2007 COEAS
Annual Program Review (APR) Report

Physical Education Teacher Education
Advanced Master's of Science Degree Program

PETE Assessment Meeting
University of Memphis, Room 116 FH
May 10, 2007

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Physical Education Teacher Education Advanced Master's of Science Degree Program

List of Annual Program Review participants:

Section I - Assessment of Candidate Proficiencies

1.1 - What do the summarized key assessment, exit survey, and graduate follow-up survey data sets show about candidate performance on each standard that was assessed? Please address each program standard separately by providing a brief analysis of the data findings; and an interpretation of how those data provide evidence for meeting the standards.

Key assessments:

1. Exit survey COE has data – no specific responses for this year.
2. Review of Literature – One student proficient
3. Presentation of Supervision Model – One student proficient
4. Research Proposal – The one student passed research proposal with minor revisions
5. Comprehensive Examinations – received a proficient grade
6. Thesis and Oral Defense – The one student passed the oral exam and thesis requirements

Table 1**PETE Graduate Program standards, course work, course objectives, and examples of assignments and assessments**

Standards addressed in each course	Course title	Course objectives	Assignment
Content Knowledge Methods of inquiry Professionalism Communication and Technology	Instructional Models in PE PETE 7201	Models-based teaching unit presentation and written Project 1 results	Presentation of Research project results
Content Knowledge Professionalism Reflection	Advanced Analysis of Curriculum in PE PETE 7202	Critique current research related to curriculum in physical education.	Culminating paper that demonstrates reflection on, critique, and revision of their own philosophy of curriculum in physical education.
Methods of inquiry Professionalism Communication and Technology	Learner Assessment in PE, PETE 7203	Develop a physical activity program and discuss how to evaluate in an oral and written presentation.	Presentation of Learner Assessment Strategy in Physical Education
Methods of inquiry Professionalism Equity, Fairness and Diversity Communication and Technology Reflection	Instructional Supervision in PE, PETE 7204	A written and oral presentation of a supervision model.	Presentation of Supervision Model
Content Knowledge Professionalism Equity, Fairness and Diversity Communication and Technology Reflection	Issues in Urban PE, PETE 7205	Final paper and presentation	Presentation of Philosophy for teaching in Urban Settings

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Content Knowledge Methods of inquiry Communication and Technology	Research on Teaching in PE, PETE 7501	Students present their oral review of literature to the instructor classmates for review and critique.	Presentation of Review of Literature
Content Knowledge Professionalism Equity, Fairness and Diversity Communication and Technology Reflection	Applied Educational Research EDPR 7523	Presentation of Research Proposal to committee and other graduate students	Presentation of Research Proposal
Content Knowledge Professionalism Equity, Fairness and Diversity Communication and Technology Reflection	Thesis in PETE, HMSE 7996	Defend a thesis by written and oral examination.	Presentation and Oral Defense
Content Knowledge Professionalism Equity, Fairness and Diversity Communication and Technology Reflection	Special Project in PETE, PETE 7950	Defend a project by written and oral examination.	Presentation and Oral Defense

1.2 - What specific short-term actions will be taken during the 2007-08 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.

We have piloted a follow-up survey but with only one graduate 2006 and three in 2005 we have a very small data set. Long term we will have a larger data set that will provide useful information to improve the graduate students' performance.

Section II - Assessment of Program Operations

2.1 - What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?

Small program – (graduated 2005, n = 3; 2006, n = 1) and have a very close and regular contact with students.

The curriculum is evaluated periodically:

- Each semester we have a specific graduate seminar with student to discuss issues, concerns, and questions regarding the program. Students provide a positive contribution to the program and the department.
- Each semester the PETE unit reviews graduate course work and the quality of students work in their assignments. Proposals, projects, and thesis are discussing informally and at monthly meeting with the PETE research team (Dyson, Wright & Irwin). There is a social event each year in the spring to bring students and faculty together. We have such a small program that we can frequently discuss curriculum and research issues “in the hallways” and in our meetings.
- The Graduate Program review carried out in spring 2008 gave a positive evaluation of our program. Four external reviews considered our program to be of a high quality.
- Enrollment has grown dramatically this year. Last year we had five new students and we have eight new students admitted in the fall 2007. We believe that this growth is an indicator of the quality in the program.
- Exit survey will become more useful when the presently enrolled students graduate.

2.2 - What specific short-term actions will be taken during the 2007-08 academic year in order to improve program operations and quality? What are the long-term action implications? Please specify tasks and timelines for planned actions.

- The E-Portfolio will be used by students to organize their work and market themselves for future employment.

- The proposed graduate follow-up survey data will also provide valuable programmatic information.

- Long term we will have a larger data set that will provide useful information for the program.

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Section III - Assessment System

3.1 - What changes need to be made in your program's candidate assessments and scoring guides or assessments of program operations during the 2007-08 academic year in order to provide more meaningful and useful data?

- Assessments and rubrics need to be more closely aligned to the standards.

3.2 – Overall, how can the College of Education Assessment System be changed to provide more meaningful and useful evidence regarding candidate performance and program operations?

- The system needs to be simplified and become more transparent.

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Appendix A: PETE Masters Program Standards and Outcomes

The Core Curriculum is guided by these standards and outcomes, which were developed by the PETE unit faculty and were based on the National PE Advanced Standards/ NCATE graduate standards and our program.

Content Knowledge

Accomplished physical education masters students have a command of the subject matter of physical education that reflects both depth and width. They establish and promote lifetime physical habits of all students. As well, they can articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into physical education programs that encourage lifetime physical activity

- Demonstrate specific examples of applied research skills in the field of PETE or education.
- Show knowledge and evidence of specific work with a variety of instructional models.
- Identify, justify, and critique innovative curriculum models.

Methods of inquiry:

Accomplished physical education graduates know, understand, interpret, critique, and consistently use research to improve practice.

- Show evidence of in depth knowledge of research on teaching in physical education through the review and synthesis of existing literature.
- Demonstrate ability to engage in a complete research cycle, which involves identifying a problem, planning appropriate method of inquiry, gathering and analyzing data, and drawing conclusions.
- Articulate the ability to dissect and critique research articles using both qualitative and quantitative methods.

Professionalism:

Accomplished physical education graduates are lifelong learners who collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.

- Attend and present at state, regional, and/or national conferences.
- Present workshops to physical educators locally.
- Show evidence of working with fellow students and current professionals to enhance the field of physical education.
- Demonstrate knowledge of regional, national, and international research and educational systems.

Equity, Fairness and Diversity:

Accomplished graduates model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their urban, suburban and rural communities and by having high expectations that everyone will be treated fairly and with dignity.

- Demonstrate knowledge of urban, suburban, and rural teaching environments, and appreciate unbiased teaching principles.

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Recognize the unique struggles and opportunities that are associated with low-income students in a large urban school system.

Communication and Technology:

Graduates use their knowledge of effective verbal, nonverbal, technology and digital media communication to enhance learning and engagement in physical activity settings.

- Express communication through verbal and nonverbal techniques that will promote learning in the physical education programs.
- Demonstrate the ability to communicate effectively through oral presentations, written research papers, critiques, and discussions.
- Present the evidence to interface with state-of-the-art technologies.

Reflection:

Graduates are reflective persons who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

- Evidence to critically reflect on experience and prepare the graduate for an introspective analysis of the education situations they will encounter in the future.
- Have an appreciation for the role that reflection plays in developing curriculum and instruction and research in physical education.