

College of Saint Mary
Rule 24 Section 3
Use of Related Data and Information for Continuous
Program Improvement of Endorsement Program

Endorsement: Health and Physical Education PK-12

The Health and Physical Education endorsement at College of Saint Mary is housed within the Physical Education Program (PED). Within the past 3 years, there has been two completers. Both completers were within the MAT program, bringing in most of their required credits. All required courses are within the CSM catalog, but due to lack of enrollment, only three are offered on a regular basis. Due to changes in the OT curriculum, Kinesiology is no longer offered on campus through science programs and is a part of the Occupational Therapy (OT) program. This course is then not available to education majors due to its prerequisites in the OT program. Teacher Education candidates are required to take this course off campus.

The PED Program is housed under the Teacher Education Director's position. Hiring for all PED methods courses required for the Health and Physical Education, Elementary Education, and Special Education programs are hired through the Teacher Education program. Adjunct faculty requirements include a minimum of three years of teaching and a Master's degree. Courses are offered as follows:

PED 357- Elementary Methods (both fall and spring)

PED 557- Elementary Methods (fall only)

SPE 360/560 – Adaptive PED (fall only)

Currently at the undergraduate level, there are no Health and Physical Education majors. There are two in the MAT program. Changes have not been made to the program due to lack of enrollment and staff. The three courses offered are taught by an adjunct faculty member.

What are implications for overall unit improvement initiatives to the endorsement program?

Several programmatic changes in the Unit have had an impact on the endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.
- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan,

implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.

- The requirement that all teacher education students must pass the Praxis II content exam for certification has had an impact on the Teacher Education program. Teacher Preparation faculty have collaborated with content area faculty to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.
- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.