

Student Learning Outcomes (SLOs) Report for Accredited Programs

(updated 9/19/23)

Program Type: **Accredited Program**

Program Name: Physical Education Teacher Education

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Submission Date: October 15, 2024

Review Cycle:

- Even Year
- Odd Year

Review Round and Instructions

- **Round A** (Associate Dean review): Submit this cover sheet and a copy of the annual (or periodic) report most recently submitted to the accrediting agency; your accreditation report should address assessment.
- **Round B** (Associate Dean + VPAA review): Submit this cover sheet and the following:
 - evidence of ongoing accreditation (document confirming accreditation status, which could be a letter from the accrediting agency)
 - annual (or periodic) accreditation report submitted to agency
 - this SLO report, which provides a summary of the program's collection and evaluation of its annual assessment data*
 - an optional cover memo (not to exceed one page), which briefly describes any information or highlights the department believes would be important to demonstrate academic excellence and program quality

If your program completed a significant review (accreditation application and/or the full 8-year IBHE report) in the last calendar year, then you may, with permission from the VPAA or designee, substitute either of these major reports for your typical Student Learning Outcomes report, in "Round B." **To be approved, these documents must substantively discuss assessment, outcomes, and data, and have been prepared and submitted within the same calendar year.*

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Physical Education Teacher Education

Student Learning Outcomes (SLOs) for Physical Education Teacher Education

1. Physical education teacher candidates describe and apply common and specialized content knowledge for teaching preK-12 physical education.
2. Physical education teacher candidates plan and implement progressive and sequential content that aligns with short- and long-term objectives and that address the diverse needs of all students.
3. Physical education teacher candidates analyze and interpret data to better inform their ability to plan, teach and assess for student learning.
4. Physical education teacher candidates demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
5. Physical education teacher candidates select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

<p>Student Learning Outcome (SLO)</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
<p>1</p>	<p>a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview d. Methods Clinical Experience e. Elementary & Secondary Observation Journals f. Peer Teachings</p>	<p>a. completed after 5 weeks of teaching in a local high school during KSR 3400 b. completed after 5 weeks of teaching in a local elementary school during KSR 3401 c. interview conducted at the end of KSR 3400/3401 d. 5 weeks of teaching at the elementary level & 5 weeks of teaching at the secondary level in the Methods courses e. 10 class observations each for elementary and secondary in KSR 2000 f. conducted in KSR 2400</p>	<p>Critical Thinking, Writing, Speaking</p>
<p>2</p>	<p>a. Secondary Unit Plan b. Teacher Work Sample c. Methods Clinical Experience d. Peer Teachings</p>	<p>a. completed after 5 weeks of teaching in a local high school during KSR 3400 b. completed after 5 weeks of teaching in a local elementary school during KSR 3401 c. 5 weeks of teaching at the elementary level & 5 weeks of teaching at the secondary level in the Methods courses d. conducted in KSR 2400</p>	<p>Critical Thinking, Writing, Speaking, Quantitative Reasoning, Responsible Citizenship</p>

3	<ul style="list-style-type: none"> a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview 	<ul style="list-style-type: none"> a. completed after 5 weeks of teaching in a local high school during KSR 3400 b. completed after 5 weeks of teaching in a local elementary school during KSR 3401 c. interview conducted at the end of KSR 3400/3401 	Critical Thinking, Writing, Speaking, Quantitative Reasoning, Responsible Citizenship
4	<ul style="list-style-type: none"> a. Secondary Unit Plan b. Teacher Work Sample c. Methods Exit Interview d. Methods Clinical Experience e. Peer Teachings 	<ul style="list-style-type: none"> a. completed after 5 weeks of teaching in a local high school during KSR 3400 b. completed after 5 weeks of teaching in a local elementary school during KSR 3401 c. interview conducted at the end of KSR 3400/3401 d. 5 weeks of teaching at the elementary level & 5 weeks of teaching at the secondary level in the Methods courses e. conducted in KSR 2400 	Speaking, Responsible Citizenship, Writing
5	<ul style="list-style-type: none"> a. Secondary Unit Plan b. Teacher Work Sample c. Methods Clinical Experience d. Peer Teachings 	<ul style="list-style-type: none"> a. completed after 5 weeks of teaching in a local high school during KSR 3400 b. completed after 5 weeks of teaching in a local elementary school during KSR 3401 c. 5 weeks of teaching at the elementary level & 5 weeks of teaching at the secondary level in the Methods courses d. conducted in KSR 2400 	Critical Thinking, Writing
		<p>These assessment instruments are strategically employed to enhance student learning by identifying key</p>	

		<p>areas of strengths and improvement and by tracking the progress of teacher candidates in meeting course objectives. These instruments allow students to plan, teach, and assess student learning. The experiences allow faculty to analyze teacher candidate progress and assess if students are meeting course objectives. The instruments also identify candidates' strengths and weaknesses so we as faculty can build their teacher toolbox. Through all these experiences and instruments, we are hoping to learn where our program is strong and what areas need to be improved upon as candidates begin a career in teaching physical education.</p>	
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Assessment Name	Number of Students (N)	% Meet Standards	% Exceeding Standards
Secondary Unit Plan	38	75%	25%
Teacher Work Sample	38	80%	20%
Methods Exit Interview	38	5%	95%
Methods Clinical Experience	38	80%	20%
Elementary & Secondary Observation Journals	16	90%	10%
Peer Teachings	18	90%	10%

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

The data for each assessment are collected and analyzed each semester. During the year, PETE faculty meet and discuss patterns, trends and areas of strength and improvement in the results. Over the last 2 years, the data has not indicated the need for any

major changes in the program, courses, or assessments. As national and state standards have been modified, the PETE faculty have stayed current with these changes and adjusted the program where needed to address the new standards. For example, all PETE courses now address and model the newly updated SHAPE America National Standards for Physical Education.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

In the past two years, PETE faculty have enhanced the curriculum by increasing opportunities for students to analyze and interpret data, particularly in courses KSR 3400/3401. This adjustment has significantly improved students' analytical skills and their ability to articulate data insights during exit interviews. This emphasis has proven to be very beneficial to students in KSR 3400/3401 and student teaching. The data indicates that students are becoming more proficient at analyzing data, interpreting it, and explaining what it means with respect to teaching and student learning. Students are becoming more skilled at communicating what the data means in the KSR 3400/3401 exit interviews due to the fact that faculty are giving students more opportunities to practice this in KSR 2400 and KSR 3400/3401. Since adding the health-related fitness course to the program and obtaining study materials for the Physical Education State Content Test (213), PETE faculty have seen a significant rise in content test scores. While the pass scores have improved, emphasis on content knowledge and skill acquisition will still be emphasized in the aligning courses.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Throughout the year, PETE faculty systematically collect and analyze data, engaging in regular discussions to identify trends and areas for improvement. The faculty consistently discuss ways to improve the program and meet the needs of our students. The SLOs are consistently updated to reflect the ever-changing national and state standards for physical education. Courses include vital assessments that each faculty member is responsible for collecting. PETE faculty continue to reach out to PETE alumni to obtain their feedback on ways we can improve the program and address real world situations our candidates will face.

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
8/1/17	NASPE SPA Team	Nationally recognized & accredited until 2025

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Dean Review and Feedback

The Physical Education Teacher Education (PETE) faculty have been successful at revising their curriculum over the years to ensure that all students meet or exceed standards across all measures of students learning outcomes. The faculty collected data from the secondary unit plan, teacher work sample, an exit interview, clinical experience, elementary & secondary observation journals, and peer teachings. Through the addition of a health related fitness course and a focus on the physical education state content test, students' pass scores on the content test have improved. I know the PETE faculty will continue to make sure that the program meets The National Association for Sport and Physical Education standards for student learning outcomes, as well as Illinois standards designed to close achievement gaps.

Dean or designee

Jill Bowers

Date 08/29/2024

VPAA Office Review and Feedback (for "Round B" SLO report only)

VPAA or designee

Date