

QUINCY UNIVERSITY PHYSICAL EDUCATION PROGRAM ANNUAL REPORT 2014-2015

Quincy University's Mission Statement:

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

Physical Education Mission Statement:

The mission of the Physical Education Department is to provide a sound, comprehensive physical education program embedded within a diversified Franciscan-based liberal arts education. The department's purpose is to develop young men and women into strong servant leaders that will make a difference in their students' lives by empowering them to pursue a lifetime of physical activity and well-being. Physical education candidates at Quincy University are reflective decision makers in the sense that they strive to ensure that every student achieves success.

Annual Report Overview

This annual report documents the evaluation of the Quincy University Physical Education Program's assessment of Goal 2: Motor and Sport-Specific Movement Skills and Goal 5: Reflection and Professional Conduct and each of their respective outcomes. Goal 2 used a video analysis for students to evaluate their personal performance in various individual sports and also used student teaching performance of various team sports. Goal 5 used teaching self-reflections from students' teaching performances and also used sections of the Physical Education Teaching Rubric that evaluated the students' professional behavior and set-up of the learning environment.

Quincy University Physical Education Goals and Outcomes

- 1. Candidates will use sound health-related physical fitness activities and assessments in their teachings (assessed during even years)**
Teacher Candidates will...
 - a. Apply proper health-related physical fitness concepts and principles to training and physical activities
 - b. Evaluate health-related physical fitness concepts (i.e. physical fitness, motivation, goal setting, etc.) using sound assessment techniques and procedures

- 2. Candidates will demonstrate and teach proper motor and sport-specific movement skills (assessed during odd years)**
Teacher Candidates will...
 - a. Demonstrate basic motor skills and various sport-specific movement skills with competence
 - b. Incorporate skill technique, basic rules, strategies, etiquette and safety practices associated with individual and group sports and activities into their teaching sessions
 - c. Design developmentally appropriate practice opportunities with proper progressions for motor and sport-specific skills for all students
 - d. Develop and implement a variety of appropriate assessment techniques to measure and improve student performance

3. **Candidates will incorporate effective physical education pedagogy in their teachings** (assessed during **even years**)
Teacher Candidates will...
 - a. Utilize fundamentally-sound classroom management techniques in their teachings
 - b. Design developmentally appropriate short and long-range planning
 - c. Incorporate “best practices” teaching styles and strategies into their lessons to maximize learning of all students
 - d. Acquire sufficient knowledge to successfully complete the Illinois Physical Education content examination

4. **Candidates will use effective measurement and evaluation methods** (assessed during **even years**)
Teacher Candidates will...
 - a. Utilize sound assessment techniques to measure and improve students’ performances in the cognitive, psychomotor, and affective domain
 - b. Utilize sound measurement techniques to evaluate and improve teaching performance

5. **Candidates will demonstrate professional teaching behavior** (assessed during **odd years**)
Teacher Candidates will...
 - a. Demonstrate professional and ethical behavior in the physical education setting
 - b. Provide a safe, positive, and effective learning environment for all students

Goal 2. Candidates will demonstrate and teach proper motor and sport-specific movement skills

I. Learning Outcomes Assessed during 2014-2015

- Teacher Candidates will...
- a. Demonstrate basic motor skills and various sport-specific movement skills with competence
 - b. Incorporate skill technique, basic rules, strategies, etiquette and safety practices associated with individual and group sports and activities into their teaching sessions
 - c. Design developmentally appropriate practice opportunities with proper progressions for motor and sport-specific skills for all students
 - d. Develop and implement a variety of appropriate assessment techniques to measure and improve student performance

II. Assessment Descriptions

- a. **PE Metrics Sports Skill Video Analysis (2. a,c):** The National Association for Sport and Physical Education’s (NASPE) PE Metrics assessments are valid and reliable standards-based assessments and rubrics for various sports to measure student achievement of national standards by high school graduation. Students are videotaped performing modified, small-sided games of the specific sports. Students then must use the PE Metrics rubric to evaluate their performance of the sport skills and strategies. Along with the evaluation of their sports skills and strategies, QU students must also analyze the elements of each skill, provide rationale for their scoring of each section, analyze the most important elements they need to improve on, and develop a practice drill to address the area of concern. This assessment is graded with a rubric to address whether students scored themselves correctly, provided strong rationale for their scoring, identified the correct elements for improvement, designed an appropriate drill to address the area of concern, and used proper writing skills. This assessment was conducted in PED 241 Individual Sport

Instruction during the Fall 2014 semester and PED 242 Team Sport Instruction during the Spring 2015 semester. Students top performance was used for evaluation.

- b. **In-Class Teaching Performance (2.a,b,c,d):** Students practice teaching a lesson on a specific sport skill and/or strategy to their classmates. Students are responsible for developing an appropriate lesson plan, providing an appropriate introduction and warm-up, utilizing appropriate modified games, using proper instruction (skills, strategies, sports rules), providing proper teaching cues, demonstrating proper technique, incorporating appropriate drills to teach the skill, providing specific feedback to students, checking for understanding, administering an appropriate assessment to measure student performance on the skills, providing a proper closure to the lesson, using proper presentation skills, and utilizing proper time management and organizational skills. Students typically get to teach two-three different sports in each of PED 241 and PED 242. The teaching performance is evaluated with a rubric. Results are from the PED 242 Fall 2014 semester and PED 242 Spring 2015 semester.

III. Assessment Results

PE Metrics

PED 241 Fall 2014	<u>Performance</u> <u>Scoring</u>	<u>Video</u> <u>Evaluation</u>	<u>Improvement</u> <u>Recommendation</u>	<u>Writing</u>	<u>Total</u> <u>Score</u>
Class Average	4.9	18.3	14.5	4.4	42.1
Points Possible	5	20	15	5	45
Score to Meet	4	14	11	4	31
# Meeting (N=5)	5	5	5	4	5

PE Metrics

PED 242 Spring 2015	<u>Performance</u> <u>Scoring</u>	<u>Video</u> <u>Evaluation</u>	<u>Improvement</u> <u>Recommendation</u>	<u>Writing</u>	<u>Total</u> <u>Score</u>
Class Average	4.63	18.25	13.75	4.25	41.13
Points Possible	5	20	15	5	45
Score to Meet	4	14	11	4	31
# Meeting (N=4)	4	4	4	3	5

Teaching Performance Results

	Plan	Intro	Mod. Game	Instruct	Cues	Demo	Drills	Feedback	Check4U	Assess	Closure	Present.	Time	Manage	Score
PED 241 - 2014															
Class Average	8.9	4.6	8.9	7.7	3.6	3.4	9.7	5.9	3.7	3.8	4.7	3	4.4	8.8	81.1
Points Possible	10	5	10	10	5	5	10	10	5	5	5	5	5	10	100
Score to Meet	7	3.5	7	7	3.5	3.5	7	7	3.5	3.5	3.5	3.5	3.5	7	70
# Meeting (N=5)	5	5	5	5	3	4	5	2	5	4	5	2	5	5	5

	Plan	Intro	Mod. Game	Instruct	Cues	Demo	Drills	Feedback	Check4U	Assess	Closure	Present.	Time	Manage	Score
PED 242- 2015															
Class Average	8.5	4.8	9.2	8.3	4.1	3.8	9.9	7.1	3.2	3.5	4.7	2.9	4.5	8.3	82.8
Points Possible	10	5	10	10	5	5	10	10	5	5	5	5	5	10	100
Score to Meet	7	3.5	7	7	3.5	3.5	7	7	3.5	3.5	3.5	3.5	3.5	7	70
# Meeting (N=5)	5	5	5	5	4	3	5	3	4	3	5	3	5	5	5

IV. Analysis of Assessment Results

a. **PE Metrics Sports Skill Video Analysis:** Students overall scored very well on this assessment. Students had to submit a minimum of two of the three unit PE Metrics analyses for grading purposes. The highest graded score was used for evaluation. Most students struggled with the first video analysis, but after they understood the detail required, performed fairly well after that. PE Metrics provides a rubric for students to use in their observation analysis of the video performance. Students demonstrated they could score the performances accurately based off of the criteria. Students also developed proper drills to work on the areas of performance that needed improvement. An element that could be improved in the “Video Evaluation” category was analyzing the strategies of play in more detail and in the “Improvement Recommendations” category was developing drills that were not already performed in class. In the Video Evaluation section, the majority of students explained why they scored performances with a certain value, but usually only briefly discussed any strategies used in the competition. Students could have addressed what strategies would have been successful if no strategy was used instead of explaining that no strategy was used. The majority of drills, although correct for addressing the areas needing improvement, were drills that students had used in their teachings of different skills in the unit. Perhaps changes need to be made to the PE Metrics assignment to require new drills that were not used in class teachings. This would require more research by the students to find more appropriate drills to teach the skills. Overall though, students demonstrated that they could correctly identify the performance category of students based on the PE Metrics evaluation rubric. From the previous years, improvements in the rubric instructions have been made, along with adding a writing quality section to the rubric, and the instructor now controls the camera during the videotaping of the games to help improve the video quality for students to observe. This video quality has made it easier for students to observe performance technique on the video to help them score performances more accurately.

b. **Teaching Performance Results:** Each student in PED 241 and 242 received three teaching sessions, one for each sport in the course (PED 241: golf, tennis, and badminton; PED 242: basketball, volleyball, and soccer). Their best teaching performance scores were used for analysis. Performances overall improved, but were not consistent. As in years past, students indicated that they performed better with sports skills that they were more familiar with. The majority of students had their best performance during their last teaching session, learning from their previous two sessions. The categories between the two courses that need the most improvement are: Feedback, Assessment, and Presentation Skills. Cues and Demonstration could improve, but varied with the courses. Feedback will always be a challenge in these two courses because they are typically the first courses where students get practice teaching. Students are required to give positive, specific, corrective feedback to their classmates, but some will just observe without providing feedback or others give general, positive feedback (“Good job.”). Students are taught to use the teaching cues as part of their feedback, but some are still insecure to give feedback to their peers when they are not comfortable with the sport or skill they have to teach. Some students are also uncomfortable giving feedback to a peer that actually plays the sport for the university. The instructor has emphasized that the teaching sessions are to give the students practice giving feedback and that all the students are in the same situation, but some still struggle with this concept initially. Students are to develop an assessment to measure their peer’s performance demonstrating a specific sport skill, which will be evaluated in a modified game. Students either do not develop specific instructions and scoring procedures or they forget to administer the assessment during the game. The assessment requirement was modified so students could either use a checklist or rating scale to evaluate their peer’s performance. Typically, students improve from their initial teaching to their final teaching, but the assessment section too also seemed to be based on the students’ comfort with the sport they taught. The Presentation Skills section focused on students’ abilities to use a loud, clear voice, refrain from using verbal stallers, make eye contact with their students, and present instead of read the lesson. This section was added to emphasize the importance of how the students present their lesson. Many students use too many verbal stallers and will read their lesson, so this section was added to make them more aware of how they present to their students. Once again, with this being the students’ first opportunity to teach, it will take them some time to improve on this category, but the goal is that they are much more proficient

by the time they are in their upper level methods courses, field experiences, and student teaching. With the PED 241 course, the Cues section had 2 out of 5 students not pass. This was primarily due to their cues being too long and not short and specific. The learning cues should provide short, specific, and simple words or phrases that describe how to perform the skill. Students often used too long of sentences or their cues were descriptive of how to perform the skill. In PED 242 students did not always demonstrate the skill in its entirety to show their peers how to perform it. They would break the skill down into parts and show the parts, but they did not show how the complete skill should look. This was primarily due to their insecurity of not being able to perform it correctly, so they avoided the full demonstration. Changes to the courses over the last several years included extra days for students to practice the skills in class before they teach them, which students say helps a lot, and also providing students with the opportunity to check out equipment so they can practice the skills. Unfortunately, very few students have checked out any equipment to practice and the demonstrations have not been sufficiently performed in the students' teaching sessions. Although recommended changes from several years ago were to have students submit their lessons and assessment four days in advance, schedule-wise it was not realistically feasible, so the two-day in advance requirement was brought back. Students responded to this in a favorable manner and almost every lesson plan was submitted on time. Unfortunately, several students did not submit their assessments with the lesson plan, which affected their grade on their teaching performance. Typically, after one time not submitting the assessment on time, students complied much better on their next two sessions, but improvements can still be made.

V. Planned Program Changes

- PE Metrics Video Analysis (PED 241 and PED 242)
 - Revise the rubric to include a separate section on “Strategies” to put more emphasis on its importance in the video analysis
 - Require students not to use a drill that was already used in the class in the “Improvement Recommendations” section of the assignment.
- In-Class Teaching Performance (PED 241 and PED 242)
 - The main proposed change in these classes to help students during their teaching performance is to provide reciprocal teaching practice for the students during the two days of orientation to the specific unit's sports skills. This will not only provide students practice on the skills before they have to conduct their teaching session, but will also give them some practice teaching and observing their partner. The goal is that this will help them become more comfortable giving feedback, they will use the cues for the skill provided by the instructor, and they will become more aware of what to look for in correcting errors.

Goal 5: Candidates will demonstrate professional teaching behavior

I. Learning Outcomes Assessed during 2014-2015

Teacher Candidates will...

- a. Demonstrate professional and ethical behavior in the physical education setting
- b. Provide a safe, positive, and effective learning environment for all students

II. Assessment Descriptions

- a. **Teaching Performance (5. a, b):** Candidates in the PED methods courses (PED 400 and PED 436) teach K-12 students two to three times during the semester. A specific type of activity and teaching style are required for the candidates to incorporate into their teaching session. Candidates are videotaped and then their session is evaluated using the Physical Education Teaching Rubric. Categories in the rubric include: Classroom Management/Learning Environment, Professional Conduct, Instruction, Demonstration, Communication, Learning Experiences and Tasks, Providing Feedback, Evaluation, and Time Management. For addressing Goal 5, Classroom Management/Learning Environment and Professional Conduct categories are evaluated. Classroom Management/Learning Environment includes efficient routines, class rules, safety and etiquette, grouping techniques, transitions, teacher's movement and positioning, incorporating music, methods of promoting cooperation and positive interactions, and handling inappropriate behavior. Professional conduct included appropriate attire, setting up the learning environment in advance, demonstrating positive regard for all students, and displaying genuine enthusiasm during the lesson. The Fall 2013 and Fall 2014 semester course's results were used for analysis. There were no candidates enrolled in the Fall 2014 PED 436 course.

III. Assessment Results

a. Teaching Performance (5. a, b):

PED 400 – Fall 2013

PED 400	Classroom Management	Professional Conduct
Class Average	17	8.5
Possible Points	20	10
Score to Meet	14	7
# Meeting (N=2)	2	2
% Meeting	100	100

PED 436 – Fall 2013

PED 436	Management	Professional
Class Average	17	9.50
Possible Points	20	10
Score to Meet	14	7
# Meeting (N=2)	2	2
% Meeting	100	100

PED 400 – Fall 2014

	Classroom Management	Professional Conduct
PED 400 Class Average	17.25	10
Possible Points	20	10
Score to Meet	14	7
# Meeting (N=2)	2	2
% Meeting	100	100

IV. Analysis of Assessment Results

- a. **Teaching Performance:** Overall, candidates did well in the Classroom Management and Professional Conduct categories during their teaching sessions. The main elements in the Classroom Management section that could be improved in the PED 400 courses were that the candidates did not use strategies to promote cooperation and respect, grouping methods took too long, and transition methods took too long as well. For the PED 436 course, there was no consistent element that affected the candidates' performances. PED 400 is the first major course that candidates teach K-12 students. Typically the candidates will observe the class they will teach on one day and then will return to the school to teach that class two times during the semester. This does not give the candidates or students sufficient time to get to know each other. This creates problems for the candidates knowing the students' names. This in turn creates longer periods of time developing groups and dealing with misbehavior because the candidate cannot call out a student's name if necessary. Another observation made was that the candidates in PED 400 do not sufficiently describe their grouping methods or transition techniques appropriately in their lesson plans. A change in lesson plan requirements that included these methods was added starting in the Fall 2013 semester. Candidates since then tend to not address these areas sufficiently, but improve in their later Physical Education methods courses. The instructor believes that there is so much for the candidates to try and incorporate in their lessons, that they initially overlook some elements until they have taught several times and understand the importance of those elements. Regardless, the grouping and transition methods may need a practice assignment besides the class discussion to better prepare candidates for methods they can use. Using strategies to promote cooperation and respect is a challenging aspect for candidates in their initial teaching sessions. They are usually preoccupied with how to teach their sport skill and overlook the importance of teaching the affective domain. Teaching the affective domain is utilized more in PED 434 Methods of Teaching Middle School Physical Education, whereas PED 400 is more of an introductory course on how to teach physical education. Although the affective domain is covered in lecture, class discussion, and an assignment in PED 400 – candidates usually do not incorporate it appropriately in their lessons. Because the assignment is due at a later date than when the candidates teach, maybe it would be more beneficial for the assignment to come earlier so candidates are more familiar with how they would incorporate cooperation and respect into the lessons they are actually teaching. There are so many other areas that the candidate needs to focus on in their initial teaching sessions that there will not be an added emphasis on the affective domain in this course since it will be addressed much more in the candidates' future PED 434 course. Possibly narrowing down to emphasizing cooperation among students in the PED 400 course would help the candidates if they know there is one main area they need to address.

V. Planned Program Changes

Teaching Performance:

- An in-class activity, prior to candidates conducting their teaching sessions, may be developed to provide candidates practice in designing student grouping methods and transition techniques.
- Teaching requirements in PED 400 will have candidates address only cooperation for the affective domain objective.