



Course Syllabus: Assessment & Evaluation in Kinesiology
Gordon T. & Ellen West College of Education
KNES 3603 Section 201
Spring 2025

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
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Office hours: Mon 10-11 or 1-2, Tues 12-2, Wed 10-11, and Thurs and Fri by appointment
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Class Meeting Information

Monday/Wednesday 11:00 am to 12:20 pm
Bridwell Hall 205 or 108 (gym)
In addition, modules and discussion boards will be done in D2L.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Lacy, A.C. & Williams, S.M. (2018). *Measurement & Evaluation in Physical Education and Exercise Science* (8th ed.). New York, NY: Routledge.

Access to a personal computer with Microsoft Software, high speed Internet and the ability to access D2L the MSU Online Learning System.

Course Description and Overview

Comprehensive evaluation of the conceptual and theoretical aspects of assessment and evaluation in the field of physical education with an emphasis on developmentally appropriate assessment and program evaluation. Develop knowledge and skills necessary to conduct both process and product evaluation.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the SHAPE Standards for Physical Education, the Teacher Educator Standards (TAC 149:AA), the TExES

Examination Framework/Standards PE EC-12 (258), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SCLA students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Identify and select appropriate assessment strategies and tools to assist in determining student learning. (SHAPE 5.a; 258 I, II, III, IV, V; TEKS 116A; TAC149 1F, 5)
2. Plan developmentally appropriate assessment strategies, using developed assessment tools, for students in physical education at the preschool, elementary, junior high school or senior high school levels, including students with special needs. (SHAPE 3.b, 3.d, 5.a; 258 I, II, III, IV; TAC149 1F, 5)
3. Develop an understanding of the principles of test administration and the techniques recommended for practices for administering tests in physical activity settings, including understanding issues of validity, reliability, and bias. (SHAPE 3.a, 3.b, 3.d, 5.a, 5.b, 5.c; 258 I, II, III, IV, V; TAC149 1F, 5)
4. Explain the importance and purpose of measurement and evaluation in kinesiology. (SHAPE 3.a, 3.b; 158 III, V)
5. Demonstrate an understanding of basic statistical procedures and competency in statistical calculations used in measurement and evaluation in physical education. (SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 I, II, III)
6. Use statistics to analyze and interpret collected data. (SHAPE 5.c, 6.a; 258 I, II, III, IV; TAC149 5C,D)

See Appendix A for a complete list of standards/competencies. See the Course Schedule for alignment of assignments and standards.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated

by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism, unless properly cited, and in violation of MSU policy.

Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Format – For All Papers: 12-point Times New Roman font, one (1) inch margins, and doubled spaced. The heading should have your names, the class and section number, and the right-justified on the page. Papers that do not follow this format will not be accepted or graded. Grammar will be graded as a part of any course work. All work should be in your own words. Grammar will be graded as a part of any course work.

Grades for each assignment will be posted in the D2L course grade book. I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them.

Table 1: Weight allocated to each assignment

Assignments	Weight
Exams (3)	40%
Entrance/Exit Slips, Reading Assignments, and Homework	20%
Data Literacy Assignment	20%
Assessment Portfolio & Presentation	20%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
F	Less than 70

Exams

Three exams will be given over the course of the semester, each worth 100 points. These exams will be scheduled during the regular class time, and reviews will be provided with details about information covered. Students are provided with different types of questions they are required to answer based on readings, in-class activities, and lectures.

Entrance/Exit Slips, Reading Assignments, and Homework

Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Data Literacy Assignment

Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Assessment Portfolio & Presentation

An assessment portfolio will be completed after learning about different types of assessments. The purpose of this performance assessment is to provide you with an opportunity to apply each type of assessment learned and to practice creating your own assessment items. In addition, at least one of the created assessments must integrate some sort of technology for assessment.

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

Last day for term schedule changes: January 24, 2025. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 17, 2025. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 30, 2025 by 4:00 pm. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

Attendance is expected at all class meetings and you are expected to be on time when class begins. Leaving class early without prior permission will result in your being counted absent for the class session. Students and faculty will not attend/hold class if they are experiencing illness or any signs/symptoms of COVID-19.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email address or mobile number and customize which notifications you would like to receive.

Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [MSU Student Handbook](#)

Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

College and University Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 [here](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Jan 22	Orientation and Syllabus	**All standards and Competencies	Ch. 1 preparation- see D2L. Read Ch. 1 for next class
Mon	Jan 27	Ch. 1- Intro to Measurement and Eval: Sample Assessments in the Field	SHAPE 3.a, 3.b; 258 III; C7	Research Article Analysis – Due 1/29
Wed	Jan 29	Ch. 1- Intro to Measurement and Eval: Research Article Analysis	Same as 1/27	Ch. 2 preparation-reading and outline – see D2L- Due 2/3
Mon	Feb 3	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	SHAPE 3.a, 3.b; 258 III; C7; TAC149 5; TEKS 116A	Read Borghouts et al article- Due 2/5
Wed	Feb 5	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	Same as 2/3	Ch. 5 preparation-Read Ch. 5 and Chung et al article before class- see D2L
Mon	Feb 10	Ch. 5- Alternative Assessment: Alternative Assessment Scavenger Hunt and Kahoot!	SHAPE 3.d, 5.a, 5.b; 258 III; C7; TAC 149 1,5	Ch. 5 preparation- Rubric and Rating Scale Activity- see D2L- due 2/12
Wed	Feb 12	Ch. 5- Alternative Assessment: Reviewing Rubrics	Same as 2/10	Research for creating a rubric. See D2L under Ch. 5.
Mon	Feb 17	Creating Rubrics & Assessment Portfolio Review for Exam <i>Miller at TAFE Conference</i>	SHAPE 3.a, 3.b, 3.d, 3.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC 149 1,5	Review for Exam #1 on D2L. Assessment Portfolio Due 3/26
Wed	Feb 19	Exam #1- available in D2L <i>Miller at TAFE Conference</i>	SHAPE 3.a, 3.b, 3.d, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC 149 1,5	Ch. 6 reading and questions preparation-see D2L- due 2/24
Mon	Feb 24	Ch. 6- Health Related Fitness Domain	SHAPE 5.a, 5.b; 258 II, C4, C5, III, C7	Ch. 6 assessment activity- due 2/26
Wed	Feb 26	Ch. 6- Health Related Fitness Domain	Same as 2/24	Prep for Ch. 7 Quiz-Read Ch. 7 & Baghurst article- due 3/3
Mon	Mar 3	Ch. 7- Psychomotor Domain	SHAPE 4.e, 5.a, 5.b; 258 I C1, C2, III C7; TAC149 5; TEKS 116A	Ch. 7 assessment activity- due 3/5

Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Mar 5	Ch. 7- Psychomotor Domain	Same as 3/3	N/A
Mon	Mar 10	<i>No Classes- Spring Break</i>	N/A	N/A
Wed	Mar 12	<i>No Classes- Spring Break</i>	N/A	Read Ch. 8
Mon	Mar 17	Ch. 8- Cognitive Domain	SHAPE 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC149 5; TEKS 116A	Create Socrative Quiz- Due 3/19
Wed	Mar 19	Ch. 8- Cognitive Domain	Same as 3/17	Read Ch. 9 in preparation for quiz.
Mon	Mar 24	Ch. 9- Affective Domain	SHAPE 5.a, 5.b; III, C7, IV, C12; TAC149 5; TEKS 116A	Work on Assessment Portfolio
Wed	Mar 26	Ch. 9- Affective Domain	Same as 3/24	Assessment Portfolio Due Today
Mon	Mar 31	Assessment Portfolio Presentations	SHAPE 3.a, 3.b, 3.d, 3.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC 149 1,5	N/A
Wed	Apr 2	Assessment Portfolio Presentations	Same as 3/31	Review for Exam #2 on D2L
Mon	Apr 7	Exam Review and Catch-up <i>Miller at NCUR Conference</i>	SHAPE 4.e, 5.a, 5.b; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12; TAC149 5; TEKS 116A	Review for Exam #2 on D2L
Wed	Apr 9	Exam #2 available on D2L <i>Miller at NCUR Conference</i>	Same as 4/7	N/A
Mon	Apr 14	Data Literacy & Ch. 10- Grading	SHAPE 4.c, 4.e, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC149	Data Lit Homework- Due 4/16
Wed	Apr 16	Data Literacy Continued	Same as 4/14	Data Literacy Assignment- Due 5/7 Ch. 3 Preparation- see D2L Ch. 3 Worksheet- Due 4/21

Course Schedule Continued

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Mon	Apr 21	Ch. 3- Statistics	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 III, C7, IV, C12	Ch. 3 Excel Assignments (1-3)- Due 4/23 Watch YouTube Video-over Z-scores
Wed	Apr 23	Ch. 3- Statistics	Same as 4/21	N/A
Mon	Apr 28	Ch. 3- Statistics	Same as 4/21	Ch. 3 Excel Assignment - Due 4/30 Read Ch. 4
Wed	Apr 30	Ch. 4- Test Selection Criteria	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 258 III, C7, IV, C12; TAC149 5;	Read Montoye et al article in Ch. 4 folder Validity/Reliability Ch. 4 Assign- Due 5/5
Mon	May 5	Ch. 4- Test Selection Criteria	Same as 4/30	N/A
Wed	May 7	Ch 12.- M&E in activity-based settings	SHAPE 4.c, 4.e, 5.a, 5.b, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12	Data Literacy Assignment Due Today Review for Exam #3 on D2L
Mon	May 12	Exam #3 in Class 10:30 am-12:30 pm	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c, 6.a; 258 I, C1, C2, II, C4, C5, III, C7, IV, C12, V, C13; TAC149 5;	N/A

References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

Baghurst, T. (2014). Assessment of effort and participation in physical education. *The Physical Educator*, 71, 505-513.

Borghouts, L.B., Slingerland, M., & Haerens, L. (2017). Assessment quality and practices in secondary PE in the Netherlands. *Physical Education and Sport Pedagogy*, 22(5), 473-489. <https://doi.org/10.1080/17408989.2016.1241226>

Chung, L.S., & Lund, J. (2018). Assessment for learning in physical education: The what, why and how. *JOPERD*, 89(8), 29-34.

Mitchell, S.A., & Walton-Fisette, J.L. (2022). *Essentials of Teaching Physical Education*, 2nd ed. Champaign, IL: Human Kinetics.

Montoye, A.H.K., Mitrzyk, J. (2019). Validity of the blast athletic performance monitor for assessing vertical jump height in female volleyball players. *Measurement in Physical Education and Exercise Science*, 23(2), 99-109. <https://doi.org/10.1080/1091367X.2018.1539739>

NASPE. (2011). *P.E. metrics: Assessing national standards 1-6 in elementary school*. Reston, VA: Author.

SHAPE America. (2023). *Appropriate Use of Technology in Physical Education: Guidance Document*. Annapolis Junction, MD: Author. https://issuu.com/shapeamerica/docs/shape_america_appropriate_use_of_technology_in_phy?fr=xKAE9_4xWQg

SHAPE America. (2019). *P.E. metrics: Assessing student performance using the national standards & grade-level outcomes for k-12 physical education*. Reston, VA: Author.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author. <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>

SHAPE America. (2017). *2017 National Standards for Initial Physical Education Teacher Education*. Reston, VA: Author. <https://www.shapeamerica.org/accreditation/upload/2017-SHAPE-America-Initial-PETE-Standards-and-Components.pdf>

Shearer, C., Goss, H.R., Boddy, L.M., Knowles, Z.R., Durden-Myers, E.J., & Fowweather, L. (2021). Assessment related to the physical, affective and cognitive domains of physical literacy amongst children aged 7-11.9 years: A systematic review. *Sports Medicine-Open*, 7(37). <https://doi.org/10.1186/s40798-021-00324-8>

supportREALteachers.org (n.d.). Home. <https://www.supportrealteachers.org/>

Texas Education Agency Commissioner's Rules Concerning Educator Standards, [Chapter 149: Subchapter AA Teacher Standards](#) (see D2L for full list)

Texas Essential Knowledge and Skills (TEKS), Texas Education Agency: [Chapter 116: Physical Education](#) (see D2L for full list)

Appendix A: Teacher Educator Standards/Competencies

SHAPE National Standards for Initial Physical Education Teacher Education (2017)

Standard 3. Planning and Implementation Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

- 3.a Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.
- 3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.

Standard 4. Instructional Delivery and Management Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

- 4.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 4.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Standard 5. Assessment of Student Learning Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.

- 5.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.

- 5.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 5.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.

Standard 6. Professional Responsibility Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

- 6.a Engage in behavior that reflects professional ethics, practice and cultural competence.

Texas Examinations of Educator Domains Physical Education EC-12 (258)

- Domain I- Movement Knowledge and Skills
- Domain II- Health-Related Fitness
- Domain III- The Physical Education Program
- Domain IV- Educating All Learners and Professional Practice
- Domain V- Constructed Response

Texas Examinations of Educator Competencies Physical Education EC-12 (258)

- Competency 001—(Motor Development and Motor Learning): Apply knowledge of principles and characteristics of motor development and motor learning. E. Apply knowledge of approaches for evaluating motor skills, techniques for detecting errors in motor performance, and techniques and guidelines for providing appropriate prompts, cues, and constructive feedback.
- Competency 002—(Movement Concepts and Biomechanics): Apply knowledge of biomechanical and movement concepts, principles, and practices for developing, combining, and integrating motor skills. G. Apply knowledge of biomechanical principles through the analysis of movement skills, including skill acquisition, and skill refinement for movement and sports, to improve body mechanics and alignment for safe and efficient movement.
- Competency 004—(Principles of Personal Fitness and Conditioning): Demonstrate understanding of the structures and functions of body systems and the components, benefits, and principles of personal fitness, physical conditioning, and maintaining a healthy lifestyle. C. Analyze the physiological effects of moderate and vigorous physical activity during and after exercise, the risks associated with inactivity, and the health benefits of participation in

physical activity (e.g., decreased risk of illness, lowered resting heart rate). G. Apply principles for promoting students' ability to self-assess fitness levels, interests, and skill levels in order to motivate participation in lifelong physical activity.

- Competency 005—(Development of Health-Related Fitness): Apply knowledge of principles, procedures, and activities for developing and maintaining health-related fitness. B. Apply knowledge of techniques, resources, and use of technology for determining and monitoring intensity, duration, and endurance levels during aerobic activities, including student self-assessments (e.g., calculating target heart rates). D. Apply knowledge of techniques and procedures for evaluating and improving muscular strength, endurance, and flexibility and for determining appropriate levels of intensity, duration, and frequency of conditioning to meet individual needs.
- Competency 007—(Instruction and Assessment in Physical Education): Apply principles of effective, developmentally appropriate instruction and assessment to prepare students who are physically educated and physically literate. F. Apply understanding of assessment methods and technologies used in physical education, including interpretation and implementation of assessments (e.g., observation, authentic performance assessment, fitness tests, journals, peer coaching). G. Apply knowledge of methods and criteria for analyzing fitness and performance data and for promoting students' data literacy and data analysis skills in the context of physical activity and health.
- Competency 012—(Data-Driven Practice and Formal/Informal Assessment): Understand the types, selection, and uses of data-driven, developmentally appropriate assessments and assessment practices to effectively support program improvement and all students' learning.
- Competency 013—(Constructed Response): In a written response, apply pedagogical content knowledge of physical education to design and implement appropriate instruction to achieve specific learning objectives. D. Describe the application of appropriate assessment approaches for evaluating the learning and performance of all students.

WCOE Standards: The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following 10 elements.

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block, and Clinical Teaching in the following areas. The following InTASC standards are addressed in this course.

- Standard 1- Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities, because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students'

growth and development, receiving input from and collaborating with families, colleagues, and other professionals.

- Standard 2- Learning differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential.
- Standard 3- Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
- Standard 6- Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard 9- Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.