



Course Syllabus: Assessment & Evaluation in Kinesiology
Gordon T. & Ellen West College of Education
KNES 3603 Section 201
Spring 2024

Contact Information

Instructor: Dr. Stacia (Whitworth) Miller
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Office hours: Monday 1:00-3:00, Tuesday 11:00-1:00, Thursday 10:00-11:00, or
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Class Meeting Information

Monday/Wednesday 11:00 am to 12:20 pm
Bridwell Hall 205
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

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 (158), and the Texas Essential Knowledge and Skills for Physical Education (116). This course provides teacher candidates and SPLS 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; 158 I, VII, VIII; 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; 158 II, IV, V, VII, VIII; 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; 158 II, IV, V, VII, VIII; TAC149 1F, 5)
4. Explain the importance and purpose of measurement and evaluation in kinesiology. (SHAPE 3.a, 3.b; 158 VII)
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; 158 VII, VIII)
6. Use statistics to analyze and interpret collected data. (SHAPE 5.c, 6.a; 158 VII, VIII; TAC149 5C,D)

See Appendix A for a complete list of standards/competencies. See Class Schedule for assignment/standards alignment matrix.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

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 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.

Grammar will be graded as a part of any course work. All work should be in your own words. Some assignments must be typed for credit (work will not be accepted unless it is typed). **Format:** 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.

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. Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

Assignments	Weight
Exams (3)	50%
Homework & Entrance/Exit Slips	15%
Data Literacy Assignment	20%
App Smashing Assignment	15%
Total Weight	100%

Table 2: Range for final grade.

Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

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.

Homework & Entrance Slips

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.

App Smashing Assignment

For this assignment you will be using innovative technology we learn about during class sessions in KNES 3603. You will utilize at least two (2) of the technologies learned about in class. The purpose of this assignment is 1) to have you practice creating assessment instruments by "smashing" two or more apps together, and 2) to have you practice using the technology that we have learned about in class.

Extra Credit

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

Important Dates

Last day for term schedule changes: January 19, 2024. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 12, 2024. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" April 24, 2024 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.

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.

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.

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." [Student Handbook 2023-2024](#)

College 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) exist 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

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. 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.](#)"

Grade Appeal Process

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 17	Orientation and Syllabus	**All standards and Competencies	Ch. 1 preparation- see D2L. Read Ch. 1 for next class
Mon	Jan 22	Ch. 1- Intro to Measurement and Eval: Sample Assessments in the Field	SHAPE 3.a, 3.b; 158 VII; C10, C12	Research Article Analysis – Due 1/24
Wed	Jan 24	Ch. 1- Intro to Measurement and Eval: Research Article Analysis	SHAPE 3.a, 3.b; 158 VII; C10, C12	Ch. 2 preparation-see D2L Ch. 2 outline - Due 1/29
Mon	Jan 29	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	SHAPE 3.a, 3.b; 158 VII, IX; C10, 12; TAC149 5; TEKS 116A	Read Borghouts et al article- Due 1/31
Wed	Jan 31	Ch. 2- Linking Program Dev: Linking to goals, understanding the domains, and needs assessment.	SHAPE 3.a, 3.b; 158 VII; C10, 12, IX; TAC149 5; TEKS 116A	Ch. 5 preparation- see D2L. Read Ch. 5 and Chung et al article before class.
Mon	Feb 5	Ch. 5- Alternative Assessment: Alternative Assessment Scavenger Hunt and Kahoot!	SHAPE 3.d, 5.a, 5.b; 158 IV, V, VII, VIII; C10, 11, 12; TAC 149 1,5	Ch. 5 preparation- see D2L. Read Ch. 5 Rubric and Rating Scale Activity- due 2/7
Wed	Feb 7	Ch. 5- Alternative Assessment: Reviewing Rubrics	SHAPE 3.d, 5.a, 5.b; 158 IV, V, VII, VIII; C10, 11, 12; TAC 149 1,5	Research for creating a rubric. See D2L under Ch. 5.
Mon	Feb 12	Creating Rubrics Review for Exam	SHAPE 3.a, 3.b, 3.d, 5.a, 5.b; 158 IV, V, VII, VII; C10, 11, 12; TAC 149 1,5	Review for Exam #1 on D2L.
Wed	Feb 14	Exam #1- in class	SHAPE 3.a, 3.b, 3.d, 5.a, 5.b; SBEC IV, V, VII, VII; C10, 11, 12; TAC 149 1,5	Ch. 6 preparation- see D2L Ch. 6 Questions- due 2/19
Mon	Feb 19	Ch. 6- Health Related Fitness Domain	SHAPE 5.a, 5.b; SBEC II, IV, V, VII, VIII; C6, 7, 8,9, 10, 11, 12	N/A

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Feb 21	Ch. 6- Health Related Fitness Domain	SHAPE 5.a, 5.b; SBEC II, IV, V, VII, VIII; C6, 7, 8,9, 10, 11, 12	Prep for Ch. 7 Quiz- Read Ch. 7 & Baghurst article- due 2/26
Mon	Feb 26	Ch. 7- Psychomotor Domain	SHAPE 4.e, 5.a, 5.b; 158 I, IV, V, VII, VIII; C1, 2, 3 10, 11, 12; TAC149 5; TEKS 116A	Read Ch. 8
Wed	Feb 28	Finish Ch. 7 & Begin Ch. 8- Cognitive Domain	SHAPE 5.a, 5.b; 158 IV, V, VII, VIII; C1, 2, 10, 11, 12; TAC149 5; TEKS 116A	Create Socratic Quiz- Due 3/4
Mon	Mar 4	Ch. 8- Cognitive Domain	SHAPE 5.a, 5.b; 158 IV, V, VII, VIII; C1, 2, 10, 11, 12; TAC149 5; TEKS 116A	Read Ch. 9 in preparation for quiz.
Wed	Mar 6	Ch. 9- Affective Domain	SHAPE 5.a, 5.b; 158 IV, V, VII, VIII; C1, 2, 4, 10, 11, 12; TAC149 5; TEKS 116A	Look over App Smash Assignment before next class- see D2L
Mon	Mar 11	<i>No Classes- Spring Break</i>	N/A	N/A
Wed	Mar 13	<i>No Classes- Spring Break</i>	N/A	N/A
Mon	Mar 18	App Smashing Lecture	SHAPE 4.e, 5.a, 5.b; 158 IV, V, VII, VIII; C1, 2, 6, 7, 8, 10, 11, 12	Review for Exam #2 on D2L
Wed	Mar 20	Exam #2 available on D2L <i>Miller @ NSTA Conference</i>	SHAPE 4.e, 5.a, 5.b; 158 IV, V, VII, VIII; C1, 2, 6, 7, 8, 10, 11, 12; TAC149 5; TEKS 116A	Exam #2- Due- 3/20 Ch. 3 Preparation- see D2L Ch. 3 Worksheet- Due 3/25
Mon	Mar 25	Ch. 3- Statistics: Levels of Measurement, Displaying Data, Normal Distributions, and Measures of Central Tendency	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 158 VII, VIII; C10	Ch. 3 Excel Assignments (1-3)- Due 3/27 Watch YouTube Video-over Z-scores

Day	Date	Content and Activities	Standards	Assignments with Due Dates
Wed	Mar 27	Ch. 3- Statistics: Descriptive Statistics and Standard Scores	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 158 VII, VIII; C10	Ch. 3 Excel Assignment 4- Due 4/1
Mon	Apr 1	Ch. 3- Statistics: Correlation and Tests for Differences	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 158 VII, VIII; C10	Finish Prepare for App Smash Presentation- Due 4/8
Wed	Apr 3	Data Literacy & Ch. 10- Grading	SHAPE 4.c, 4.e, 5.c, 6.a; 158 VII, VIII; C 10; TAC149	Data Lit Homework- Due 4/8
Mon	Apr 8	Data Literacy Continued	SHAPE 4.c, 4.e, 5.c, 6.a; 158 VII, VIII; C 10; TAC149	Data Literacy Assignment- Due 5/1
Wed	Apr 10	App Smash Presentation Day	SHAPE 3.e, 5.a, 5.b; 158 VII; C10, 11, 12	N/A
Mon	Apr 15	App Smash Presentation Day	SHAPE 3.e, 5.a, 5.b; 158 VII; C10, 11, 12	N/A
Wed	Apr 17	<i>MSU Celebration of Scholarship- Class Online</i> Work on Data Literacy Assign	SHAPE 4.c, 4.e, 5.c, 6.a; 158 VII, VIII; C 10; TAC149 5;	Data Literacy Assignment- Due 5/1 Read Ch. 4
Mon	Apr 22	Ch. 4- Test Selection Criteria	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 158 VII, VIII, X; C10; TAC149 5	Read Montoye et al article in Ch. 4 folder
Wed	Apr 24	Ch. 4- Test Selection Criteria	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c; 158 VII, VIII, X; C10; TAC149 5;	Validity/Reliability Ch. 4 Assign- Due 4/29
Mon	Apr 29	Ch 12.- M&E in activity-based settings	SHAPE 4.c, 4.e, 5.a, 5.b, 5.c, 6.a; 158 VII, VIII; C10	N/A
Wed	May 1	Ch 12.- M&E in activity-based settings	SHAPE 4.c, 4.e, 5.a, 5.b, 5.c, 6.a; 158 VII, VIII; C10	Data Literacy Assignment Due Today Review for Exam #3 on D2L
Mon	May 6	Exam #3 in Class 10:30 am-12:30 pm	SHAPE 3.a, 3.b, 5.a, 5.b, 5.c, 6.a; 158 VII, VII, X; C11, C12; 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.

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>

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 1-6 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: 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).

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 Standards Physical Education EC-12

- Physical Education EC–12 Standard I: The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
- Physical Education EC–12 Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
- Physical Education EC–12 Standard III: The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation and social skills through participation in physical activities.
- Physical Education EC–12 Standard IV: The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social and emotional development.
- Physical Education EC–12 Standard V: The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.
- Physical Education EC–12 Standard VI: The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.
- Physical Education EC–12 Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social and emotional development in physical education contexts.
- Physical Education EC–12 Standard VIII: The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

- Physical Education EC–12 Standard IX: The physical education teacher collaborates with colleagues, parents/caregivers and community agencies to support students’ growth and well-being.
- Physical Education EC–12 Standard X: The physical education teacher understands the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid and risk management.

Texas Examinations of Educator Competencies
Physical Education EC-12

- Competency 001: The teacher understands and applies principles of motor development and motor learning.
- Competency 002: The teacher understands principles and practices for developing, combining and integrating motor skills.
- Competency 003: The teacher understands and applies knowledge of movement concepts and biomechanical principles.
- Competency 004: The teacher understands and applies knowledge of individual, dual and team sports and activities.
- Competency 005: The teacher understands principles, techniques, skills and safety practices for dance, personal performance activities, cooperative and nontraditional games, recreational activities and outdoor pursuits.
- Competency 006: The teacher understands major body systems, principles of physical fitness development and training and the benefits of a healthy, active lifestyle.
- Competency 007: The teacher understands principles and activities for developing and maintaining cardiovascular endurance.
- Competency 008: The teacher understands principles and activities for developing and maintaining flexibility, posture and muscular strength and endurance.
- Competency 009: The teacher understands health and wellness concepts, including those related to nutrition, weight control, and stress management, and analyzes ways in which personal behaviors influence health and wellness.
- Competency 010: The teacher knows how to use effective, developmentally appropriate instruction and assessment to prepare physically educated individuals.
- Competency 011: The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students’ development in various domains (e.g., cognitive, social, emotional).
- Competency 012: The teacher understands the structure, organization, goals and purposes of physical education programs.
- Competency 013: The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid and risk management.

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 7- Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of

students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement.

- Standard 8- Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base.
- 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.