Program Report for the Initial Preparation of Physical Education Teachers
American Alliance for Health, Physical Education, Recreation, & Dance/National Association for Sport and Physical Education (NASPE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
Oklahoma Panhandle State University

2. State
Oklahoma

3. Date submitted
10/03/2007

4. Report Preparer's Information:

Name of Preparer:
R. Wayne Stewart
Phone: (580) 349-1408 Ext.
E-mail: rwstewart@opsu.edu

5. NCATE Coordinator's Information:

Name:
R. Wayne Stewart
Phone: (580) 349-1408 Ext.
E-mail: rwstewart@opsu.edu

6. Name of institution's program
HPER--Teaching Option
7. NCATE Category

| Physical Education-First Teaching License |

8. Grade levels\(^{(1)}\) for which candidates are being prepared

| K-12 |

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

9. Program Type

<table>
<thead>
<tr>
<th>Advanced Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>First teaching license</td>
</tr>
<tr>
<td>Other School Personnel</td>
</tr>
<tr>
<td>Unspecified</td>
</tr>
</tbody>
</table>

10. Degree or award level

| Baccalaureate |
| Post Baccalaureate |
| Master's |
| Post Master's |
| Specialist or C.A.S. |
| Doctorate |
| Endorsement only |

11. Is this program offered at more than one site?

| Yes |
| No |

12. If your answer is "yes" to above question, list the sites at which the program is offered


13. Title of the state license for which candidates are prepared

| Physical Education/Health/Safety |

14. Program report status:

| Initial Review |
| Response to a Not Recognized Decision |
| Response to National Recognition With Conditions |

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and
data must be reported in Section III. Does your state require such a test?

Yes

No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards. (Response limited to 4,000 characters)

Role of the Legislature: The Oklahoma legislature requires a competency-based system for the preparation of teachers & other education professionals. Elementary education candidates must complete subject area concentrations in arts & sciences that prepare them as content generalists & must be able to complete requirements for licensure within 124 hrs. Literacy First legislation mandates “five essential curriculum requirements” for all programs in reading/literacy. New teachers apply for a license that corresponds to the level in which they plan to teach. They complete an initial year of teaching in the Resident Year Program under the guidance of a three-person committee using an evaluation instrument based upon the Oklahoma Criteria for Effective Teaching Performance.

Role of the Oklahoma State Regents for Higher Education (OSRHE): The OSRHE prescribe academic standards of higher education, determine functions & courses of study at state colleges & universities, grant degrees, & recommend to the State Legislature budget allocations for each college & university. The OSRHE established the minimum requirements for Admissions to Teacher Education & warrants program graduates based upon 15 competencies, 10 from INTASC standards & 5 addressing Oklahoma goals. It requires all candidates to demonstrate competency in a language other than English.

Role of the Oklahoma Commission for Teacher Preparation (OCTP): Formed in ‘92, the OCTP is the accrediting body for teacher education programs in Oklahoma. Its responsibilities include the accreditation of teacher preparation programs & the assessment of teacher candidates in three areas for licensure: Oklahoma General Education Test, the Oklahoma Professional Teaching Exam & the Oklahoma Subject Area Test. Its requirements for professional education programs include a portfolio by which candidates document proficiency in the 15 Oklahoma competencies & early field experiences in diverse settings.

Role of the Oklahoma State Department of Education (OSDE): The OSDE is responsible for determining the subject areas for licensure & certification & for developing the competencies in each area for which tests are prepared. The OSDE certifies all teacher candidates using information provided by OCTP, Teacher Education Institutions, & other information sources. It oversees implementation of the Residency Year Program for first year teachers.

Role of Oklahoma Panhandle State University (OPSU): The Board of Regents for Oklahoma Panhandle State University sets policy in the areas of admission to OPSU, degree requirements in all majors, & general education requirements for candidates in initial programs. The OPSU Teacher Education Council (TEC) sets policy for admission, retention & exit from all professional programs & its committees approve curriculum & oversee field experiences.

OPSU is a small land-grant institution located in the center of the Panhandle & serves the surrounding states of Texas, Colorado, Kansas, & New Mexico, as well as the local area. An open enrollment policy provides OPSU with 950 to 1300 students per semester (approximately ½ of the students are from out-of-state).

While the OPSU Teacher Education Program is an Oklahoma agency that abides by Oklahoma guidelines, it must, nevertheless, consider & follow the licensing regulations of the four bordering states that are a part of our service area since more than half its graduates become teachers in Kansas, Texas, Colorado, & New Mexico. In the 03-04 academic year, 36 candidates were admitted to the Teacher Education Program (three HPER education majors); in 04-05, 30 candidates were admitted (three HPER education majors); in 05-06, 23 candidates were admitted (one HPER education majors.) As of the date of this submission, 46 are in the TEP, with 20 being from out-of-state & four as HPER
2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Field experiences for the OPSU HPER education candidate are sequenced & on-going. These experiences give the candidates a variety of classrooms & subject areas for observations, as well as for practicum experiences. The candidate begins field experiences in an introductory education class before being admitted to the program. As the candidate progresses through the program, field experiences become more focused & specific & include practicum experiences, as well as observations in classrooms of various class size, ethnic groups, & cognitive abilities.

Field experiences for the OPSU teacher education are extensive (almost 60 hours of pre-service activities for HPER education candidates) & varied & taken in sequence, & conclude with an internship (student teaching). The early experiences are observation for the most part, but later may include some one-on-one student assistance & grading of papers for the classroom teacher. As the candidate progresses in the program, field experiences become more focused & specific & require visits to classrooms of different sizes, grade levels, & ethnic cultures, as well as to classrooms with students with disabilities. The Director of Field Placement keeps records for each candidate, thereby insuring a variety of experiences.

HPER Education candidates will begin their professional internship in an “August Experience” (see August Experience) so that they may come to know the procedures for the beginning of public school protocols. These experiences occur in the schools in which the candidates will do their internships. A four week block of classes will be held immediately before the internship begins in either the fall or the spring semesters. The internship is a 12-week session during which the candidate obtains “hands-on” experience in the classroom under the supervision of a cooperating classroom teacher & a university professor supervisor. This will be changing FA08 to a full semester of internship. Observations by both the cooperating teacher & the university supervisor, suggestions for improved methods of teaching, guidance in classroom management, & final evaluations of the effectiveness of the intern are given. At the end of a successful internship, candidates will take the Oklahoma Professional Teaching Examination (OPTE) in order to obtain certification in Oklahoma.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

The teacher education program of OPSU is supported by a planned & continuous evaluative feedback system that includes the progress of the graduates as beginning classroom teachers. Evaluation of the candidates’ progress throughout the program is on-going, beginning with the criteria for admission to the program. (chart—Criteria for admission, retention, & exit from the OPSU TEP) The prospective candidate must have a general education GPA, as well as an overall GPA, of 2.50, pass the Oklahoma General Education Test (OGET) with a minimum score of 240, & have a minimum of 30 semester credits. Students who plan to pursue a teaching career must make application for admission to the teacher education program during their sophomore year. (Chart–Teacher Education Timeline) Candidates must also demonstrate a proficiency in speech & in English with a “C” or higher in the basic courses. Candidates must also maintain a cumulative 2.50 GPA in all course work, as well as enroll in & successfully pass the Foundations of Education class.

In addition to the entry level requirements, each teacher candidate must maintain a GPA of 2.50 in all specialty (major) & professional education course work with no grade received lower than a “C.” Candidates must complete all course work for certification in at least one area prior to their internship. This includes the completion of all on-line or other correspondence courses (with grades recorded on the transcript) & the finalization of any “Incomplete” grades. Candidates must also show a novice-level of
speaking & listening proficiency in a language other than English, as defined by the American Council on Teaching Foreign Languages. This proficiency may be met in one of the following ways:
1. Complete (with a grade of “C” or higher) a one semester course (3-4 hours) of a foreign language at an accredited college or university, or
2. Pass the OPSU Spanish language competency oral examination.
Teacher candidates must also pass the Oklahoma Subject Area Test (OSAT) required for their majors before they begin their internship.

4. Description of the relationship (2) of the program to the unit's conceptual framework.
(Response limited to 4,000 characters)

The unit uses the gateway arch to symbolize its shared philosophy & vision. Although remaining structurally sound, modern shapes have replaced the traditional Roman arch, & the gateway arch reflects this modernity & the willingness to change with the times as new research indicates new methods & new information that should be incorporated into the program. The gateway arch stands upon a solid base of educational principles firmly grounded, not only on traditional philosophies, but also on contemporary research.

HPER Education candidates proceed through their programs in a sequenced study that develops from general education classes to a specialized field of study that includes professional education principles & methods courses. The mid-level of the gateway arch’s foundation represents content knowledge that teachers must possess. It begins with a sound general liberal arts & sciences base & progresses to specific courses in the candidates’ fields. HPER education candidates complete a rigorous 40+ hour plan of study aligned with AAHPERD/NASPE standards. This mid-level of the gateway helps support the next level of pedagogy & characterizes our belief in the equal importance of content knowledge & teaching skills. Course work in the HPER education “major” is designed to give HPER education candidates theories of teaching in the core subjects required of P-12 Physical Education teachers in public schools. Other professional education courses teach HPER education candidates current & effective pedagogical methods for delivery of instruction & assessment of learning. Candidates also review the latest materials in reading, language arts, social studies, math, & science so that they have knowledge of resources approved for use by the Oklahoma State Department of Education.

Identical parallel columns, divided into three sections, representing diversity, technology, & field experiences, link the base with the dome because our elementary education candidates experience these important features throughout their studies.

Since many of our elementary education candidates come from communities with little or no diversity, the department strives to expose them to as many diverse circumstances as possible by enrolling students from other cultures, providing diverse experiences in classes, extracurricular presentations, & field experiences.

All candidates enter the program with some knowledge of & experience with technology. In general education classes, freshmen use computers for research & completion of papers. Upon entering the education program, candidates take a technology class in which they learn to access information & evaluate websites for the preparation of lessons to teach their students. In the methods classes, candidates are taught how to incorporate technology into their lesson plans & activities.

Above the parallel columns, duplicate narrow bands labeled assessment represent the multiple evaluations occurring at specific checkpoints throughout the candidate’s study. These assessments occur in classes, upon entry into the program, through portfolio reviews at various checkpoints in the program, during the internship by the cooperating teacher & university supervising teachers, & finally, through state examinations.

Emerging through the gateway arch, the successful OPSU HPER education candidate displays the knowledge, skills, & dispositions needed to succeed in today’s classrooms. Knowledge in their content, as well as in pedagogy; skilled in the ability to deliver information & concepts; & empathetic to the needs of all students, the OPSU HPER education candidate stands prepared to the challenges of
educating students of the twenty-first century. Although chiefly prepared for schools in the Panhandle area, OPSU education graduates possess the knowledge, skills, & dispositions that enable them to teach anywhere. See attachment: Gateway Arch.

(2): The response should describe the program’s conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system (Response limited to 4,000 characters)

Assessment of the program begins at the course level & progresses upward through the program to the unit & institutional level. Assessment is a bottom up process, but goals & objectives are top down, derived from the institution’s mission, external agencies, the unit’s conceptual framework & shared vision, & the unique needs of the unit’s service area. University faculty assess the candidate’s progress at pre-admission, mid-level, exit level, & entry-year teaching level. (chart—Criteria for admission, retention, & exit from the OPSU TEP) In addition, faculty devise syllabi for the courses using national, state, & institutional standards, as well as those from the SPA. Candidates demonstrate subject knowledge through inquiry, critical analysis, & synthesis of the topic. Knowledge & skills are assessed through class discussion, individual & group projects, reflective papers, examinations, oral & written reports, & micro-teaching. Knowledge is also assessed by requiring each candidate to pass the OGET before admission to the OPSU Teacher Education Program, & the OSAT prior to their internship. Candidates are required to reflect on lessons taught in methods courses & throughout their internship allowing them to critically analyze their lessons. Candidates must prepare a portfolio of their work, showing what they know & can do. This portfolio consists of: required certification items; analysis of the 15 Oklahoma General Competencies for Teacher Licensure & Certification, with specific artifacts to demonstrate an understanding of proficiency in these competencies; samples of P-12 student work, & reflection papers. A committee whose make-up reflects the level of instruction & discipline of the candidate assesses the portfolio. The committee evaluates the candidate based on supporting evidence that he or she is proficient in all 15 competencies & has the experience needed to become a professional teacher. Should a candidate fail to show proficiency at any portfolio review, a Plan of Improvement is issued, requiring the candidate to correct the identified weaknesses with remediation offered by the committee. University & public school faculty, through interviews & observations of the candidate & their performance in course assignments & field experiences, evaluate dispositions of the candidates. At the unit level, dispositions are assessed, in part, during the interview that accompanies each portfolio review. Assessment data is used on a daily basis & semester basis to modify course content & pedagogy. Programs are modified from assessment data for course content, addition & deletion of entire courses, & modifications to program requirements. Evidence of use of course assessment & program assessment for improvement are reflected in the historical record provided by successive syllabi; written communications between faculty members & department chairs & deans; minutes from Department meetings; minutes from meetings of the Teacher Education Council; minutes of the Academic Council & Curriculum Committee; & the evolution of various forms, check sheets, & evaluation forms. The primary means of reviewing assessment data for the improvement of the program centers on the Dean of Education & the Teacher Education Council. Results from the OGET, the OSAT, & the OPTE as well as student surveys, portfolios, & other assessments are discussed at Department & Teacher Education Council meetings, as well as in Deans’ meetings, & modifications to the process recommended. The OPSU HPER Education program assessment is based on the unit, Oklahoma, AAHPERD/NASPE,
& NCATE Standards. Objectives are continually evaluated & aligned with the various standards to assure quality knowledge & skill opportunities for our candidates. Candidate dispositions are continually evaluated by university & public school faculty through interviews & observations of candidate participation in course assignments & field experiences.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

<table>
<thead>
<tr>
<th>HPER--Teaching Option FALL 2008</th>
<th>HPER-four year plan--teaching option</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPER Course Descriptions</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

<table>
<thead>
<tr>
<th>August Experience</th>
<th>Gateway Arch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for admission retention and exit from the OPSU TEP chart</td>
<td>Teacher Education Timeline</td>
</tr>
</tbody>
</table>

See Attachments panel below.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program: HPER--teaching option--baccalaureate program--# of candidates enrolled=total education candidates, not just HPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPSU has no graduate programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>46</td>
<td>4</td>
</tr>
<tr>
<td>2004</td>
<td>52</td>
<td>1</td>
</tr>
</tbody>
</table>

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.
9. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>R. Wayne Stewart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ed.D, Educational Administration, Oklahoma State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Administration--Dean of Education, Director of Teacher Education</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Presented at OATE-2006, Presented at OACTE-2006, Presented at AACTE-2007, Presented at OCTP-2007, Chair of Texas County Arts and Humanities Council, Director of Math-Ese (NCLB) Seminar for 2006 &amp; 2007 for Oklahoma panhandle math teachers, Member of Phi Delta Kappa, ASCD, AACTE, OACTE, OATE, Academic Council, Curriculum Council, Dean's Council, Teacher Education Council--OPSU</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Supervision of Interns, Supervision of Residency Year Teachers (first year teachers in Oklahoma), Director of Math-Ese (NCLB) Seminar for 2006 &amp; 2007 for Oklahoma panhandle math teachers, Oklahoma certification: Superintendent, Secondary Principal, English, Speech, Computer Literacy, Psychology, Library</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Jerry Mihelic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>MS, Educational Leadership, Northern Arizona University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Instructor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Student Oklahoma Education Association Advisor, Presenter Oklahoma Association of Teacher Educators--2006, Director of school partnership--Academy Elementary--after school tutoring, EOI test monitor--Goodwell Schools, OPSU President's Advisory Committee, OPSU Recruiting Crew</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Volunteer for Special Olympics, Supervision of Student Teachers, Supervision of Residency Year Program teachers (first year teachers in Oklahoma), Arizona certification: K-8 Teacher, K-12 Principal, OPSU committees--Teacher Education Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Russell Thatcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>PhD, Christian Education, Southern Baptist University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years</td>
<td>Presenter Oklahoma Association of Teacher Educators--2006, Textbook review--Allyn &amp; Bacon, Treasurer of local Phi Delta Kappa, OPSU committees--Teacher Education Council</td>
</tr>
<tr>
<td>Faculty Member Name</td>
<td>Elaina Stewart</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>M.Ed, Library Science, Northwestern Oklahoma State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor and Librarian</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Kiowa, KS--elementary and secondary librarian, Muskogee, OK--elementary librarian, Oklahoma certification--elementary education, K-12 Library, secretary of local Phi Delta Kappa, Supervise Student Teachers, Supervise Residency Year Teachers, Oklahoma Scholar for Oklahoma Arts and Humanities Council</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Jerry Butler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>EdD Curriculum, Supervision and Instruction, East Texas State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Adjunct Faculty (retired-2006)</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>adjunct professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>taught Elementary 3 through 6; 5 through 8 mathematics; coached 5 and 6 grade basketball Oklahoma certification: Elementary principal; junior high principal; superintendent, Supervise Student Teachers, Supervise Residency Year Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Loyet Shafer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>PhD, Counseling Psychology, Oklahoma State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
| Faculty Member Name | Carolyn McCargish  
|---------------------|-------------------  
| Highest Degree, Field, & University | MAEd, Elementary Education, Western New Mexico University, Pursuing PhD in Higher Education Leadership, Northcentral University  
| Assignment: Indicate the role of the faculty member | Adjunct Faculty and Director of University College  
| Faculty Rank | Assistant Professor  
| Tenure Track | YES  
| Scholarship, Leadership in Professional Associations, and Service: List up to 3 major contributions in the past 3 years | OACTE Conference, 2006, OPSU Committees: Teacher Education Council, Academic Council, Deans' Council, Curriculum Council, Accommodations Committee, NCA Assessment Committee, NCA Steering Committee  
| Teaching or other professional experience in P-12 schools | Supervision of Student Teachers, Supervision of Residency Year Teachers (first-year teachers in Oklahoma), Arizona and New Mexico Certification: Elementary Education, Special Education, Special Education Administrator, Federal Programs Director, State Testing Director  

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.  
(6) e.g., faculty, clinical supervisor, department chair, administrator  
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

- e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
- Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Oklahoma Subject Area Test (OSAT)</td>
<td>State Licensure Exam</td>
<td>Prior to Internship (Student Teaching)</td>
</tr>
<tr>
<td>Assessment #2: Content knowledge in physical education (required)</td>
<td>GPA in Major</td>
<td>Calculation of GPA from HPER Degree Check Sheet</td>
<td>Prior to Internship (Student Teaching)</td>
</tr>
<tr>
<td>Assessment #3: Candidate ability to plan instruction (required)</td>
<td>Meeting the 15 Oklahoma Competencies for Licensure and Certification</td>
<td>Portfolio</td>
<td>Portfolio Review #2 (Prior to Internship) and Portfolio Review #3 (Completion of Internship)</td>
</tr>
<tr>
<td>Assessment #4: Internship or clinical experiences (required)</td>
<td>Internship Evaluation Form and HPER addendum</td>
<td></td>
<td>During and at completion of Internship</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
<td>Student Work Samples</td>
<td>Portfolio</td>
<td>Portfolio Review #3 (Completion of Internship)</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)</td>
<td>Oklahoma Professional Teaching Examination (OPTE)</td>
<td>State Licensure Exam</td>
<td>Prior to Program Completion and Licensure</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(optional)
Assessment #8:
Additional assessment that addresses AAHPERD/NASPE standards (optional)

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

1. For each AAHPERD/NASPE standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple AAHPERD/NASPE standards.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content Knowledge.</strong> Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td><strong>2. Growth and Development.</strong> Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td><strong>3. Diverse Students.</strong> Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td><strong>4. Management and Motivation.</strong> Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self motivation.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>e</td>
</tr>
<tr>
<td><strong>5. Communication.</strong> Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>e</td>
</tr>
<tr>
<td><strong>6. Planning and Instruction.</strong> Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
</tr>
<tr>
<td><strong>7. Student Assessment.</strong> Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
</tr>
<tr>
<td><strong>8. Reflection.</strong> Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
</tr>
<tr>
<td><strong>9. Technology.</strong> Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
</tr>
<tr>
<td><strong>10. Collaboration.</strong> Physical education teachers foster relationships with</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
</tr>
</tbody>
</table>


SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available.

1. **State licensure tests or professional examinations of content knowledge.** AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment
must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment One Narrative for HPER</th>
<th>CORRELATION--AAHPERD-HPER OSAT AND OPTE</th>
</tr>
</thead>
</table>

See Attachments panel below.

2. **Assessment of content knowledge in the field of physical education.** AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standard 1. Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment Two Narrative for HPER</th>
<th>STUDENT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT 2</td>
<td>Average Major GPAs--HPER candidates 2004-2006</td>
</tr>
</tbody>
</table>

See Attachments panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included are discrete items. In this case, some of the artifacts included in the portfolio may be considered individual assessments.

3. **Assessment that demonstrates candidates can effectively plan classroom instruction.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 6. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment Three Narrative for HPER</th>
<th>Artifact Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>OKLAHOMA GENERAL COMPETENCIES and AAHPERD Standards</td>
<td>OKLAHOMA GENERAL COMPETENCIES with suggested artifacts</td>
</tr>
<tr>
<td>competency scores--HPER</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

4. **Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.** (17) This assessment would be applicable to all AAHPERD/NASPE standards. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)
Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment Four Narrative for HPER</th>
<th>HPER Internship Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPSU Teacher Intern Evaluation Form</td>
<td>Teacher Intern Evaluation Rubric Definitions</td>
</tr>
<tr>
<td>supervision grades for HPER Candidates 2004-2006</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

(17) NCATE will provide a link to a sample response for this requirement.

5. **Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standards 7 and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment Five Narrative for HPER</th>
<th>STUDENT PRODUCT RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>andy1</td>
<td>andy2</td>
</tr>
<tr>
<td>HPER Student Product Data for HPER Candidates 2004-2006</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

6. **Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Assessment Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment Six Narrative for HPER</th>
<th>CORRELATON--AAHPERD-HPER OSAT AND OPTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Examinations for Oklahoma Educators-2003-2006</td>
<td>Average Scores for the OPTE for the years 2003-2006</td>
</tr>
</tbody>
</table>

See Attachments panel below.

7. **Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

8. **Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.
SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Teacher education candidates at Oklahoma Panhandle State University have demonstrated high achievement in content and pedagogical knowledge. This is evidenced by the high pass rate program completers achieve on state licensure tests (OGET & OSAT). In addition program completers demonstrate a high composite score on other content and pedagogical indicators as shown by candidate evidence in the following: meeting Oklahoma General Competencies for Teacher Licensure and Certification, being able to create diverse learning experiences and showing evidence of student learning during internship, receiving high evaluations from mentors and faculty members during the internship, successfully passing the OPTE, and achieving university GPAs above 2.5

OPSU teacher education faculty are continually evaluating candidate performance and the teacher education program. Informal evaluations take place daily in the college classroom, in practicum experiences, and during the teaching internship. From these evaluations, faculty members make changes in their course work and discuss changes with the dean, the department chair, and other colleagues. Formal evaluations take place in course work, through state certification testing, through portfolio reviews, and through the teacher education council and department meetings.

A significant portion of the assessment process for the HPER Program lies with the HPER Department. This department holds regular monthly meetings to ensure that the program runs smoothly, effectively, and aligns with Oklahoma and AAHPERD/NASPE standards. At the beginning of each semester the department chair will request the previous semester’s data from the Dean’s office and from the Director of Field Placement. With the department members the chair will examine the data, and the committee will make recommendations to the Dean and Teacher Education Council if there are any concerns that the data evidences.

At the end of each semester courses are evaluated by HPER candidates. Data from the evaluation is given to the faculty member. The faculty member is required to analyze and reflect upon the course data. This data has the potential to help the faculty member to improve instruction and course content. Also, at the end of the semester the faculty member is required to make a personal analysis of strengths and weakness of the course. From this analysis, which is turned in at the end of the semester, the instructor is expected to make improvements in the course in order to meet Oklahoma and AAHPERD/NASPE standards.

The Dean of Education and all members of the Teacher Education Council track OGET, OSAT, and OPTE scores. Reviews of this data has helped OPSU adapt to meet candidates’ needs for meeting
standards. Faculty have noticed some candidate difficulty with the constructed response and possibly with test taking strategies. As a result, faculty members have been offering a seminar in test taking skills and writing to a constructed prompt. In addition the unit has purchased computer software to help candidates brush up on content knowledge. The software also offers simulated OSAT practice exams.

The Education Department and Teacher Education Council have examined the need to revise the intern evaluation form. After examining the Oklahoma Criteria for Effective Teaching, it was deemed necessary to construct an assessment tool more in line to state and AAHPERD/NASPE standards. This makes it more beneficial to OPSU teacher education candidates because the new assessment is directly aligned with Oklahoma schools districts evaluation procedures and instruments.

The unit only has data for the last three semesters for this assessment instrument. The form was revised for the fall 2005 semester. Results show there is an increase from the fall 2005 semester to the fall 2006 semester for student performance in Domain I: Teacher Management, Domain II: Teacher Instructional Indicators, and Domain III: Teacher and Student Products. The result of the increase is from orientation with student interns and cooperating teachers explaining the expectations and the rubric for each domain. These criteria are discussed and implemented early in the candidates’ program and practiced in methods and practicum classes through demonstrations of candidate generated lessons. In the methods courses, candidates receive peer review of those lessons, and in the practicum courses candidates teach lessons in the public school and receive feedback from their supervising public school teacher. By the time a candidate reaches his/her internship, the candidate is quite familiar with what is expected and is able to perform acceptable in the various domains of the intern evaluation rubrics. The unit realizes that there is the possibility for discrepancy in the scoring by university and public school supervisors; however, with two university supervisors and one public school mentor and a combined total of six evaluations, the scores are reliable and indicate that all students perform at a novice or above level of acceptance. If the assessment instrument indicates that a candidate performs at an unacceptable level, the candidate is counseled by the supervisor or cooperating teacher concerning areas needing improvement and will be observed again in the deficient area(s). A score of 1 in any area is unacceptable, and the candidate must improve to a minimum score of 2.0 to continue.

The Dean and Teacher Education Council have ultimate responsibility for the Teacher Education Program. All assessment data is presented to the Teacher Education Council through the office of the dean, teacher education council committees, field placement director, the education department, and individual teacher education council members. The data is analyzed at various committee levels and used to improve candidate performance and strengthen the program.

Evidence of the program’s strength lies in the fact that OPSU HPER education graduates are in high demand in the Oklahoma and Texas panhandles. Those wishing a teaching job have little trouble finding one. Public school administrators frequently contact the unit praising OPSU for the quality of graduates and request names of candidates who are near the completion of their program.

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**SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY**

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at [http://www.ncate.org/institutions/process.asp?ch=4](http://www.ncate.org/institutions/process.asp?ch=4) (Response limited to 24,000 characters.)
THANK YOU

This is the end of the report. Please click "Next" to proceed.