



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

### *PHYSICAL EDUCATION B.S.*

THE UNIVERSITY OF WEST GEORGIA

SUMMER AND FALL 2013; SPRING 2014

PREPARED BY

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# Program Admissions/Production Information

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## Admissions and Active Majors\*

Active Majors Admitted 3+ Years Ago (2010-2011 or prior)	Active Majors Admitted 2 Years Ago (2011-2012)	Active Majors Admitted 1 Year Ago (2012-2013)	Current Active Majors 2013-2014
0	7	20	56

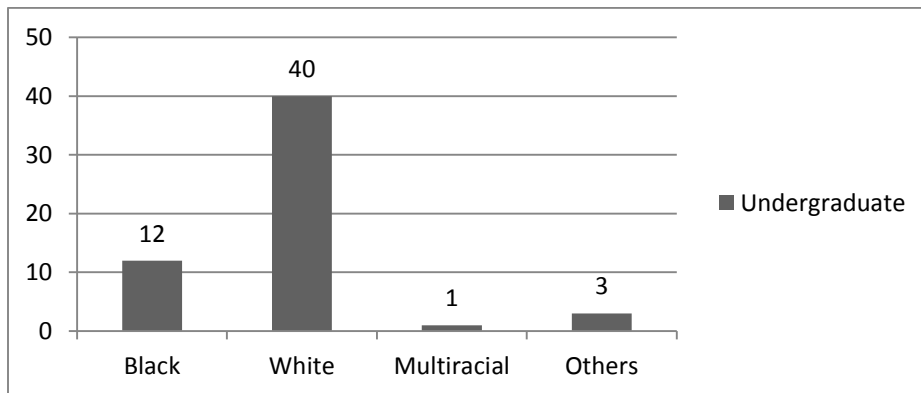
\*Banner Report ED2505

## Completers\*

2011-2012	2012-2013	2013-2014
18	21	29

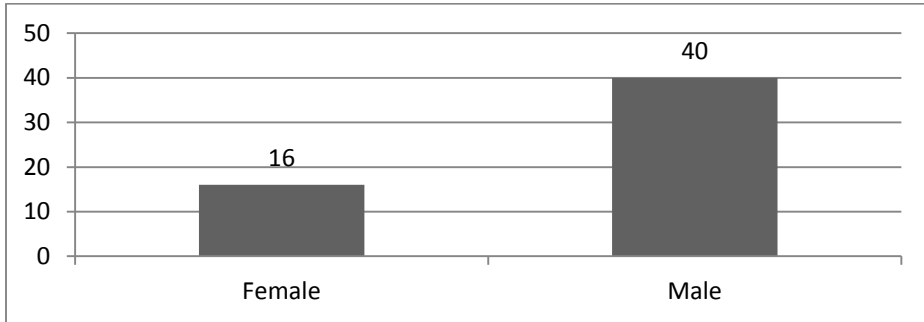
\* Banner Report ED2465

## Race-Active Majors (N=56)\*



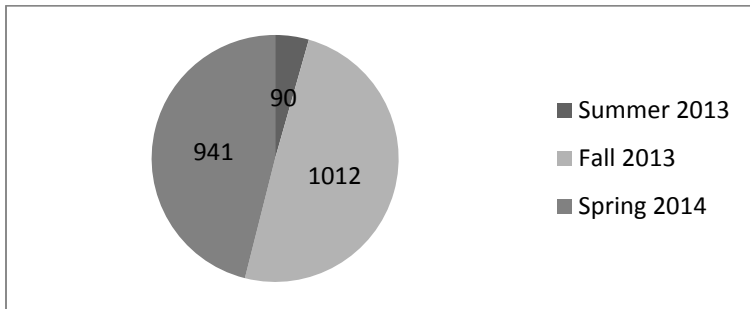
\* Banner Report ED2505

**Gender-Active Majors (N=56)\***



\*Banner Report 2505

**Credit Hour Production (N=2043)\***



\* Banner Report ED2270

**Average SAT Scores-Undergraduate Active Majors (N=28)\***

Test	Score	Percentile Ranks
SAT-Verbal	471	41
SAT-Mathematics	479	44
Composite	950	40

\* Banner Report ED2505

**Average ACT Scores-Undergraduate Active Majors (N-20)\***

Test	Score	Percentile Ranks
ACT- Verbal	18	36
ACT- Mathematics	20	51
Composite	19	42

\* Banner Report ED2505

# Assessment Results

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## Learning Outcomes Report\*

<b>PHED 4689 B.S.Ed. Teacher Work Sample Rubric</b>			
➤ Outcome 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals			
<b>Contextual Factors Rubric--TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Knowledge of Community, School System, and School Factors	3.17	3.26	3.07
Knowledge of Classroom Characteristics	3.12	3.25	3.07
Knowledge of Students' Individual Differences	3.22	3.25	3.11
Knowledge of Students' Prior Learning	3.18	3.25	3
Implications for Instructional Planning and Assessment	3.22	3.25	3.11
<b>Learning Goals Rubric-- TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Significance, Challenge and Variety	3.38	3.25	3.11
Clarity	3.39	3.25	3.07

Appropriateness For Students	3.35	3.25	3.04
Alignment with Sunshine State Standards	3.25	3.25	3.07
Measurable Primary Learning Outcomes Match Learning Goals	3.39	3.25	3.11
<b>Assessment Plan Rubric--TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Alignment with Learning Goals and Instruction	3.44	3.2	3.04
Clarity of Criteria and Standards for Performance	3.33	3.2	3.04
Multiple Modes and Approaches	3.22	3.16	3.04
Technical Soundness	3.22	3.2	3
Adaptations Based on the Individual Needs of Students	3.41	3.2	3.04
Copies of Assessments, Prompts, Student Directions, and Criteria	3.28	3.2	3.07
<b>Design for Instruction Rubric--TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Alignment with Learning Goals and Outcomes	3.53	3.21	3
Accurate Representation of Content	3.5	3.2	3
Lesson and Unit Structure	3.33	3.2	3
Use of a Variety of Instruction, Activities, Assignments and Resources	3.38	3.2	3.04
Use of Contextual Information and Pre-Assessment Data	3.18	3.2	3
Use of Technology	3.33	3.2	3.04
<b>Instructional Decision-Making Rubric--TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Sound Professional Practice	3.61	3.2	3.04
Modifications Based on Analysis of Student Learning	3.44	3.2	3
Congruence between Modifications and Learning Goals	3.33	3.2	3
<b>Analysis of Student Learning Rubric--TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>

Modifications Based on Formative Assessment of Student Learning	3.33	3.2	2.96
Clarity and Accuracy of Graphs	3.33	3.2	2.96
Alignment with Learning Goals	3.33	3.2	2.96
Interpretation of Data	3.28	3.21	3
Evidence of Impact on Student Learning	3.44	3.2	3
<b>Reflection and Self-Evaluation Rubric--TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.</b>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=18)</b>	<b>2012-2013 (N=20)</b>	<b>2013-2014 (N=27)</b>
Implications for Future Teaching	3.83	3.3	3.15

<b>PHED B.S.Ed. Health and Physical Education Lesson Plan Rubric 3670, 3675</b>			
<ul style="list-style-type: none"> <li>➤ Outcome 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals</li> <li>➤ Outcome 2: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards</li> <li>➤ Outcome 3: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students</li> <li>➤ Outcome 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning</li> <li>➤ Outcome 5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions</li> <li>➤ Outcome 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals</li> </ul>			
<b>Rubric Criteria</b>	<b>2011-2012 (N=40)</b>		<b>2012-2013 (N=37)</b>
Student and Teacher Objectives/Assessment (NASPE 3.2, 5.3) Assessment (NASPE 5.1, 5.2)	3.03		2.92
People/Time/Space/Equipment NASPE 3.4)	3.31		3.32
Technology (Where/when applicable) (NASPE 3.7)	1.47		2.51
Levels of ability considered (NASPE 3.6)	3.59		3.19
Progression of Tasks: (NASPE 3.6) Demonstrations & Learning focus cues (NASPE 4.2)	3.15		3.43

<b>PHED 3671 Lesson Plan Evaluation (Modified IK)</b>	
<ul style="list-style-type: none"> <li>➤ Outcome 1: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals</li> <li>➤ Outcome 2: Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards</li> <li>➤ Outcome 3: Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students</li> <li>➤ Outcome 4: Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning</li> <li>➤ Outcome 5: Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions</li> <li>➤ Outcome 6: Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals</li> </ul>	
<b>Performance Standard 1: Professional</b>	
<b>Rubric Criteria</b>	<b>2012-2013 (N=24)</b>
1.1 Addresses appropriate curriculum standards and integrates key content elements	3.12
1.2 Facilitates students' use of higher-level thinking skills in instruction.	2.46
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	2.71
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	2.62
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	2.52
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	2.38
1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	2.46
<b>Performance Standard 2: Instructional Planning</b>	<b>2012-2013 (N=24)</b>
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	2.67
2.3 Plans for differentiated instruction.	2.29
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	3.08
Total/Percentage	
<b>Performance Standard 4: Differentiated Instruction</b>	<b>2012-2013 (N=24)</b>
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	2.42

<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>	<b>2012-2013 (N=24)</b>
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	2.58
<b>Performance Standard 7: Positive Learning Environment</b>	<b>2012-2013 (N=24)</b>
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	2.54
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	2.5
<b>Performance Standard 8: Academically Challenging Environment</b>	<b>2012-2013 (N=24)</b>
8.1 Maximizes instructional time.	2.5
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	2.29
8.4 Provides transitions that minimize loss of instructional time.	2.62
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	2.29
<b>Performance Standard 9: Professionalism</b>	<b>2012-2013 (N=24)</b>
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	3
9.2 Maintains professional demeanor and behavior.	2.91
9.3 Respects and maintains confidentiality.	3
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	2.33
<b>Performance Standard 10: Communication</b>	<b>2012-2013 (N=24)</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	2.62
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	2.71
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	2.58

\* Tk20 Report West Georgia COE Standards Report



## GACE Content Test Results

### GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Health & Physical Education-I	23	23	100%
Health & Physical Education-II	23	23	100%

\* ETS Data Manager: Test Level Pass Rates

### Physical Education Test I Results

Average Percent Correct-UWG	Average Percent Correct-Statewide	Subarea and Objective
<b>61.96</b>	<b>62.53</b>	<b>SUBAREA I. MENTAL AND EMOTIONAL HEALTH/PROFESSIONAL ISSUES</b>
64.43	64.89	1. Understands The Issues Related To Mental And Emotional Health
58.94	59.64	2. Understands The Professional Issues Related To Health Education
<b>66.71</b>	<b>68.79</b>	<b>SUBAREA II. PERSONAL HEALTH AND WELLNESS, SEXUAL HEALTH, AND NUTRITION</b>
68.48	70.55	1. Understands The Principles Of Personal Health And Wellness
65.22	66.88	2. Understands The Issues Related To Sexual Health
67.93	70.83	3. Understands The Principles Of Nutrition
<b>68.32</b>	<b>65.89</b>	<b>SUBAREA III. SAFETY AND INJURY PREVENTION, AND ALCOHOL, TOBACCO, AND OTHER DRUGS</b>
65.94	63.22	1. Understands The Issues Related To Safety And Injury Prevention
70.11	67.89	2. Understands The Issues Related To The Use Of Alcohol, Tobacco, And Other Drugs

\* ETS Data Manager: Test Level Summary Statistics - Expanded

**Physical Education Test II Results**

Average Percent Correct-Statewide	Average Percent Correct-UWG	Subarea and Objective
<b>62.21</b>	<b>63.32</b>	<b>SUBAREA I. BASIC SCIENCES OF PHYSICAL EDUCATION</b>
66.57	68.48	1. Understands How The Applied Sciences Are Related To Physical Education
57.85	58.15	2. Understands The Principles Of Anatomy And Physiology As Related To Physical Education
<b>66.18</b>	<b>64.49</b>	<b>SUBAREA II. MOTOR LEARNING AND MOTOR DEVELOPMENT</b>
65.12	64.49	1. Understands The Principles Of Motor Learning
67.25	64.49	2. Understands The Principles Of Motor Development
<b>68.94</b>	<b>68.84</b>	<b>SUBAREA III. SPORTS, ACTIVITIES, AND FITNESS</b>
66.28	64.13	1. Understands The Principles Of Individual, Dual, Team, And Lifetime Sports Or Activities
71.61	73.55	2. Understands Fitness As It Relates To Training, Fitness Plans, Sports, And Activities
<b>75.21</b>	<b>76.71</b>	<b>SUBAREA IV. INSTRUCTIONAL PRINCIPLES AND PROFESSIONALISM IN PHYSICAL EDUCATION</b>
67.94	70.19	1. Understands Management And Motivation As It Relates To Physical Education
84.05	86.34	2. Understands Communication And Collaboration As Related To Physical Education
71.10	73.29	3. Understands The Principles Involved In Physical Education Planning And Instruction
77.74	77.02	4. Understands The Principles Of Student Assessment, Adapted Physical Education, And Professionalism

\* ETS Data Manager: Test Level Summary Statistics - Expanded