



Program Assessment Report (PAR)

Health and Physical Education (HPED) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Health Education Standard 1. Content Knowledge Health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners. Component 1.a* Candidates demonstrate knowledge acquisition in multiple health content areas. Component 1.b Candidates describe the theoretical foundations of human development, learning and health behavior. Component 1.c Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners. Component 1.d* Candidates demonstrate proficiency in health literacy skills and digital literacy skills. Standard 2. Planning Health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability and physical ability. Component 2.a Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community. Component 2.b* Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners. Component 2.c* Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards. Component 2.d* Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners. Component 2.e Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model. Component 2.f Candidates plan instruction

that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners. Standard 3. Implementation Health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability. Candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners. Component 3.a* Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs. Component 3.b Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners. Component 3.c* Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment. Component 3.d Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners. Component 3.e Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners. Standard 4. Assessment Health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners. Component 4.a Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students. Component 4.b* Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners. Component 4.c* Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students. Standard 5. Professionalism Health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. Health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience. Component 5.a* Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs. Component 5.b* Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics. Component 5.c Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community. Component 5.d* Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners. Component 5.e Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community. Component 5.f Candidates advocate

for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission. Physical Education Standard 1 Content Knowledge. Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program. Standard 2 Skillfulness & Health-Related Fitness. Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. Standard 3 Planning & 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. Standard 4 Instructional Delivery & 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. Standard 5 Assessment. Physical Education candidates select and implement appropriate assessments to monitor students' progress and guide decision-making related to instruction and learning. Standard 6 Professionalism. 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

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Health Education Assessments (Assessment, Standards Assessed, Course Assessed)
Assessment 1 OAE Scores, Standard 1, HPR 4450; Assessment 2 Course Grades, Standard 1 HPR 4450; Assessment 3 Lesson Plans & Content Packet, Standard 3, HPR 4450 Assessment 4 Student Teaching Evaluation, Standards 4,5,6, HPR 4450; Assessment 5 edTPA, Standards 2,3,4,5, HPR 4450; Assessment 6 HPE Professionalism Portfolio, Standards 2,6, 7,& 8, HPR 4450; Assessment 7 Health & Physical Activity Program, Standard 6 HPR 4450 Assessment 8 School/District Health Profile, Standard 2, HPR 4450 Physical Education Assessments (Assessment # & name, Standards Assessed, Course Assessed) Assessment 1 OAE Scores, Standard 1, HPR 4450; Assessment 2 Course Grades, Standard 1, HPR 4450; Assessment 3 Lesson Plans, Standards 3, 4, 5, HPR 4450; Assessment 4 Student Teaching Evaluation, Standards 3, 4, & 5; HPR 4450 Assessment 5 edTPA Standards 3, 4,& 5; HPR 4450 Assessment 6 HPE Professionalism Portfolio, Standards 2 & 6, HPR 4450; Assessment 7 Health & Physical Activity Program, Standards 3,4 & 6, HPR 4450.

B. Scoring of Student Work

Each assessment has an associated rubric that is scored by the course instructor or university supervisor. Each assessment rubric has a scoring system of Target, Acceptable and Unacceptable. All scorers are provided the program assessments and rubrics. Each new instructor is provided a review session to be trained on the assessment and scoring rubric. The assessment rubrics were developed by the program director, under consultation with program faculty. The HPE program director completed a professional development session for the accreditation process, and has previously served as an accreditation assessor.

C. Indirect Assessment

Indirect Assessment A program evaluation is completed during the last session of HPR 4450 (see questions). Students also complete a self-assessment aligned with Assessment 3. Additional direct assessment data is provided by the CEHS exit survey, ODHE teacher candidate survey, and the educator prep employer survey.

III. ASSESSMENT RESULTS/INFORMATION:

Health Education Assessment 1 - Pass Rate 100% (5/5) Assessment 2 -GPA *Only collected for National Accreditation Assessment 3 - HED Lesson Plans Assessment 4 - HED Student Teaching Evaluation Assessment 5 - edTPA & Learning Segment Assessment 6 - Health & Physical Education Portfolio Physical Education Assessment 1 - Pass Rate 100% (5/5) Assessment 2 - GPA *Only collected for National Accreditation Assessment 3 - HED Lesson Plans Assessment 4 - HED Student Teaching Evaluation Assessment 5 - edTPA & Learning Segment Assessment 6 - Health & Physical Education Portfolio *The app does not allow an easy cut and paste of assessment data, especially at the indicator level.

All rubrics are scored in a 3 (Target), 2 (Acceptable), 1(Unacceptable) system. Students are required to score at an acceptable level on all program assessments. The 2021 represents only 5 program completers limiting the ability to draw conclusions or determine trends. In this report we identified the rubric categories that had multiple initial Unacceptable scores. Health Education Assessment 1 - We have an 100% pass rate (5 of 5 candidates) on the OAE Assessment for Educators Health Education and 100% for physical education. Assessment 3 - Lesson Plan. All students scored an acceptable level. Areas to needed continued improvement include modifications, management, and content progressions Assessment 4 - HED Student Evaluation. All students scored Target or Acceptable. Assessment 5 - edTPA and Learning Segment. edTPA Rubrics to continue to improve (Teacher Candidate score 2 or less) include 9, 10, 13, 14, 15. Learning segment rubrics to improve include A1, A2, B1, D1, D2, D3, F2, F3. Assessment 7 - All scores were Acceptable or Target Physical Education

Assessment 1 - We continue to have 100% pass rate on the OAE Assessment for Educators Health Education. Assessment 3 - Lesson Plan. All students scored an acceptable level. Areas to needed continued improvement include modifications, management, and content progressions Assessment 4 - Physical Education Student Teaching Evaluation. All students scored Target or Acceptable. Assessment 5 - edTPA and Learning Segment. edTPA Rubrics to continue to improve (Teacher Candidate score 2 or less) include 10, 11, 14, 15. Learning segment rubrics to improve include B2, B3, C4, D2, E3, F2, F3. Assessment 7 - All scores were Acceptable or Target

Overall the teacher candidates have met the learning outcomes for both health education and physical education. While the two program areas are distinct and unique, health and physical education scores are sharing consistent trends. We have consistently met the outcomes for Content Knowledge (Assessment 1). We continue to strive to improve on lesson planning and learning segment planning. Our scores have been consistent. We continue to look for strategies to enhance planning behaviors including modifications, management and content progressions. We are striving to include additional support and supervision during student teaching to improve Assessment 3, 4, and 5.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

An HPE program meeting with instructors and university supervisors was conducted in Fall 2022. The HPE program provides a professional development workshop with WSU alumni each year in February. We conducted this meeting in February 2022 online due to COVID. The HPE program director met with alumni to provide professional development and support to prepare for the 2021-22 school year. Due to the focus on meeting alumni and teacher candidate needs, we did not complete the program survey. The program assessment data was reviewed and the key findings are summarized below Candidate diversity While the HPE program and learning outcomes are grounded in the principles of equity and diversity, our teacher candidates are not diverse. There have been limited equity efforts and initiatives at the College and Department level to recruit and retain diverse teacher candidates. Program Recruitment and Retention – The program must continue to recruit and retain teacher candidates. Each year a majority of the HPE teacher candidates have either switched majors or completed a degree in another major. We should tailor our strategies to attract both new students to Wright State and those students looking for another career path in teaching. We need continued support through advising and early contact with HPE faculty to retain students within the program and cultivate a connectedness to the HPE program. Improved student learning for health and physical education program standards Standards Achieved – We have been successful in meeting most of our accreditation standards, licensure exams, and required assessments. We will continue to reflect on the assessment data and refine our courses to meet our students' needs. Standards Needing Improvement – We must continue to focus on developing planning and instructional behaviors to enhance our ability to provide skills-based health education and quality physical education. We continue to meet regularly to develop a plan to build skills throughout our

program. Graduate Employment – All of our graduates who choose a career in teaching health and physical education secure jobs after graduation. We need to continue to track our graduates to see if they continue their teaching career after the first three years and after completing OTES.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.