

Academic Degree Programs Assessment



**Northern Illinois
University**

Accreditation, Assessment and Evaluation (AAE)

College of Education
Department of Kinesiology and Physical Education
Physical Education Teacher Education
B.S.Ed.
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1. Introduction

Our current Assessment Plan was officially submitted and approved in 2014. The information presented here is taken directly from that plan. However, it is important to understand that while this serves as the official reference point for our mid-cycle review, several changes have been required in the past four years. These have included changes to our curriculum, clinical experiences, and assessment methods. These changes reflect continuous program improvement that has been driven largely by external pressures and changes. One major change influencing our assessment plan was Illinois' shift to the edTPA as the high stakes licensure assessment. Another was the move by NIU's Office for Educator Licensure and Preparation to develop and mandate standards assessments for licensure programs to address CAEP accreditation. Finally, our pursuit of SPA accreditation from SHAPE America required multiple revisions and adaptations.

The pressures and adaptations noted above have all occurred in the past four years. We do believe these changes have been positive and improved the quality of our program. To the extent possible, we have provided updates on these changes in our recent annual reports, e.g., sharing data from new or revised assessments. In all instances when we have shared such updates, the feedback from the University Assessment Panel (UAP) has been positive.

In sum, the 2014 Assessment Plan is presented here for historical reference. In the Status Report, more detail is provided, e.g., when and why assessment methods changed. Finally, in discussing plans and actions taken based on the past four years, we propose official revisions and updates to our assessment plan toward the end of the Status Report. Our proposal includes adjustments to the Student Learning Outcomes and Assessment Methods.

2. Student Learning Outcomes (SLOs) –

As presented in 2014

<https://www.niu.edu/effectiveness/files/outcomes/cedu/physical-education-bsed.pdf>

1. **Content Knowledge:** candidates will understand physical education content and disciplinary concepts related to the development of a physically educated person
2. **Growth and Development:** candidates will understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social and emotional development
3. **Planning and Instruction:** candidates are able to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards.
4. **Assessment:** candidates will understand and use assessment to foster physical, cognitive, social and emotional development of students in physical activity.
5. **Reflection:** candidates are reflective practitioners who evaluate the effects of their actions on others, and seek opportunities to grow professionally.
6. **Technology:** candidates use information technology to enhance learning and to enhance personal and professional productivity.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix from 2014

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Content Knowledge			M				M	S
2. Growth and Development			S				S	S
3. Planning and Instruction		M		S		M	M	M
4. Assessment			M	S	M		S	S
5. Reflection	M	M	M	M			M	
6. Technology					M			M
Overall	M	M	S	M	S	M	S	S
<i>Note.</i> S = strongly supports, M = moderately supports, blank cell = doesn't support								

4. Curriculum Map from 2014

Course	Program Student Learning Outcomes					
	1. Content Knowledge	2. Growth & Development	3. Planning & Instruction	4. Assessment	5. Reflection	6. Technology
KNPE 200	B	B	B			
225	B	D	B	B		
226	B	D	B	B		
220	B	D	B			
340		P		B		
351	D	D	B			
209/227	D		B			
343/344	D		D	D	D	B
355	D		D	D		B
313/314		D		D		
310	D	D				
348	D		D	D		
446			D	P		P
490/492	D	D	D	D	D	
451/452		P		D		
367/368	P		P	D		D
364	P		P	D		
422		P	D	D		
421	P		D	D		
449			D			D
466	P		D	D	D	P
467/468	P		P	P	D	
365/366	P		D		D	
483/484/485	P	P	P	P	P	D

5. Assessment Methods from 2014

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Content Knowledge Assessment	For each of the following activities three to five skills have been identified: Badminton, basketball, flag football, soccer, softball, track and field, tennis, and volleyball. Instructors complete checklists related to the skills to evaluate student performance proficiency. Components of this assessment are administered across three courses.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	First and second semester	Course instructor	Content Knowledge, Growth & Development, Planning & Instruction
Physical Education Content Test	State-level licensure test required to be passed by all candidates prior to student teaching.	Students must achieve a score of 240/300 to pass	100% of students must pass or they do not advance to student teaching	Prior to student teaching	Program team	Content Knowledge, Growth & Development, Assessment
Technology Assessment	Students will learn to use a variety of software programs (e.g., EXCEL, Fitnessgram) and instructional technologies (e.g., pedometers) to support electronic grading. Components of this assessment are administered across three courses.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Fifth and Sixth semester	Course instructor	Growth & Development, Planning & Instruction, Assessment, Technology

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Dispositions Assessment	Students will self-assess their dispositions related to targeted program outcomes. Course instructors will also complete assessments of each student. Students' whose dispositions are found to be deficient will be placed on probation and remedial actions will ensue. This assessment is administered at three time points: after elementary clinicals, after secondary clinicals, and after student teaching.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Sixth, Seventh, and Eighth semester	Course instructors, program support staff	Planning & Instruction, Reflection
Unit Plan Rubric	Students will develop unit plans for instructional units following prescribed elements depending on the curriculum model used. This assessment is administered at three time points: after elementary clinicals, after secondary clinicals, and after student teaching.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Sixth, Seventh, and Eighth semester	Course instructors, student teaching coordinator	Content Knowledge, Growth & Development, Planning & Instruction, Assessment, Reflection, Technology

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Lesson Planning and Delivery Rubric	University supervisors and cooperating teachers will complete evaluations of students' lesson planning and lesson delivery during. This assessment is administered at three time points: after elementary clinicals, after secondary clinicals, and after student teaching.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Sixth, Seventh, and Eighth semester	Student teaching coordinator	Content Knowledge, Growth & Development, Planning & Instruction, Assessment, Technology
Unit Assessment Plan	During the student teaching semester, students will develop a unit assessment plan based on the objectives of the unit and utilizing a grading plan developed in a previous course. Tests must reflect each domain of learning and include authentic and traditional forms of assessment.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Eighth semester	Student teaching coordinator	Content Knowledge, Growth & Development, Planning & Instruction, Assessment, Reflection, Technology

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Improvement Plan	Following field experiences, students will review coding sheets and feedback from their cooperating teachers and develop an improvement plan. This plan will be forwarded to the student teaching supervisor. This assessment is administered at three time points: after elementary clinicals, after secondary clinicals, and after student teaching.	A student must receive a score of Acceptable (2) on the checklist for each skill	85% of all students must meet the student-level target (i.e., receive a score of Acceptable (2) or better on the checklist for each skill	Sixth, Seventh, and Eighth semester	Course instructor, Student teaching coordinator, and program support staff	Planning & Instruction, Assessment, Reflection, Technology
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.</p> <p>^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

ASSESSMENT METHODS-BY-OUTCOMES MATRIX from 2014

Assessment Method	Program Student Learning Outcome					
	Content Knowledge	Growth & Development	Planning & Instruction	Assessment	Reflection	Technology
Content Knowledge Assessment	F,D	F,I	F,I			
Physical Education Content Test	S,D	S,I		S,I		
Technology Assessment		F,I	F,I	F,I		F,I
Improvement Plan			F,I	F,I	F,D	F,I
Dispositions Assessment			F,I		F,D	
Unit Plan Rubric	S,D	S,I	S,D	S,D	S,D	S,I
Lesson Planning & Delivery Rubric	S,D	S,I	S,D	S,D		S,I
Unit Assessment Plan	S,I	S,I	S,D	S,D	S,I	S,I
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.						