

Program Review and Assessment Committee Grant Proposal Spring 2008

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Project Title: Development of a phase one portfolio project for the assessment of pre-service physical education teachers content knowledge

Project Dates: May 2008 to April 2009

Proposed Budget:

Project director stipend	\$1500
Stipend for faculty summer involvement >Two PETE faculty (Drs. Angermeier and Culp); pay for their summer involvement in the project	\$1000
Total	\$2,500

Project Director:

- Primary responsibility will be to research portfolio development
- Align courses with current standards
- Perform review of literature on best infusion practices
- Convene and run all meetings related to phase one portfolio development
- Collect and analyze data collected spring 2008

Faculty involvement:

- Meet with project director during the summer to review and comment on portfolio process
- Assist with data collection during the fall semester
- Assist with portfolio evaluation and feedback

IRB:

- IRB will be submitted June 2008; based upon a conversation with IRB, this will be an exempt review

Abstract:

Pre-service physical education programs have long used portfolio development as a means to evaluate the progress of their beginning teachers. Portfolios allow for continual assessment of student knowledge, performance, and disposition that are common assessment elements in teacher education. The purpose of this project is to develop phase one of a total portfolio process used to measure student content knowledge in beginning pre-service physical education teacher education majors. This pilot data will be used to facilitate the development of the portfolio assessment project in the Department of Physical Education.

Purpose of the Project:

The department of physical education is currently revising its physical education teacher education curriculum to comply with the new Indiana Department of Education physical education standards. These standards, which require Colleges and Universities to prepare PETE students to teach all students, will license teachers in both general and adapted physical education. These new standards will affect all students matriculating into a PETE program as of the summer of 2008.

To meet these standards, the department of physical education is restructuring the current curricula based upon an infusion concept. Rather than attempt to meet the new standards via additional course work, the department will infuse special education concepts across the curricula beginning with entry-level courses and ending with our capstone student teaching experience.

Challenges to the new curricula include student assessment. Therefore, the purpose of this grant is to

To develop and pilot a process to assess pre-service physical education teacher education majors (PETE) in the department of physical education. While the department has several independent measures that indicate student-learning outcomes, we have yet to integrate these measures such that they reflect a cohesive assessment program.

To develop phase one of portfolio development in which students enrolled in an introductory level HPER PETE course (e.g., P195; P290) will be assigned specific portfolio content items that will be used to measure their physical education/ adapted physical education content knowledge. This phase will be piloted in Fall 2008 with data analyzed by the PETE department faculty.

Intended Outcomes:

The intended outcomes of this project are:

1. Beginning development of specific student learning measureable outcomes related to Indiana DOE and National Association of Sport and Physical Education (NASPE) knowledge, performance, and disposition standards
2. Develop specific measureable outcomes for Phase one of the portfolio project
3. Align departmental PETE standards with Indiana Department of Education physical education standards
4. Develop pilot project measures for Fall 2008 that will include but not be limited to:
 - i. Student projects; student survey; scores on PRAXIS I; interviews

Data Collection and analysis”

Students enrolled in specific HPER courses (e.g., HPER P195) will participate in the phase one portfolio project as part of their course requirement. Students in this course will be assigned several course-related projects to measure their content knowledge in physical education/adapted physical education. As stated previously, work during the summer will be focused on specific data collection elements.

Data analysis will include both outcome measures (e.g., scores on PRAXIS I test) as well as qualitative measures (e.g., student survey; student interview), and course related material that is directly tied to physical education standards. Elements may include students’ ability to effectively communicate, development of skills that demonstrate reflective practitioner, understanding of lesson planning, understanding of assessment, understanding of special education legislation, etc.

Evaluation and dissemination of results:

Department of Physical Education PETE faculty will use these data for the NCATE review and to assist with phase two portfolio development. The data will also be used to determine if content-related course items need to be considered in future PETE courses.

Details of Intended use of Findings for Program Improvement

All information and data collected will be used to enhance the PETE program continued development and evaluation, specifically related to the new Indiana DOE standards.