

**Program Report for the  
Preparation of Physical Educators**

American Alliance for Health, Physical Education, Recreation, &  
Dance/American Association for Health Education (AAHPERD/NASPE)

**NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION  
COVER SHEET**

Institution Howard University State DC

Date submitted January 31, 2008

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**Program documented in this report:**

Name of institution's program (s) Physical Education

Grade levels for which candidates are being prepared Grades K – 12

Degree or award level Bachelor's Degree

Is this program offered at more than one site?  Yes  No

If yes, list the sites at which the program is offered \_\_\_\_\_

Title of the state license for which candidates are prepared \_\_\_\_\_

District of Columbia

**Program report status:**

Initial Review

Response to a Not Recognized Decision

Response to National Recognition With Conditions

Response to a Deferred Decision

**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

Howard University  
Department of Health, Human Performance & Leisure Studies  
School Education  
AAHE/NCATE Program Report

**SECTION I—CONTEXT**

1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards.

The Department of Health, Human Performance & Leisure Studies within the College of Arts and Sciences and the School of Education are actively engaged in preparing students for the teaching profession and strictly adhere to the established NCATE standards as well as the standards adopted by NASPE (National Association for Sport and Physical Education). The District of Columbia Board of Education mandated in 1994, the creation of a “more comprehensive instructional program that embraces both student health education and physical education consistent with the goals established by the U.S. Department of Education.” This mandate also required that the Superintendent “establish and maintain a system of teacher training that supports comprehensive school health and physical education through appropriate staff development activities mandated for health and physical education classroom instructors.”...“All individuals seeking a teaching license in the District of Columbia are required to submit evidence of meeting the qualifying scores for all portions of the Praxis I PreProfessional Skills Tests (i.e. Reading, Writing, and Math),” and the applicable portions of the Praxis II Subject Area Assessments in the Subject area of the license being sought is not required for the District of Columbia.”

The School of Education requires that all students pass the Praxis I exam prior to student teaching. The Physical Education curriculum incorporates the National Association for Physical Education (NASPE) Content Standards for preparing Physical Educators. Assessments are designed to ensure compliance with the NASPE and NCATE standards and to address the Physical Education content standards during Physical Education instruction. Students who major in Physical Education must complete the Professional Education Minor within the School of Education.

2. Description of the field and clinical experiences required for the program.

Physical Education students are required to take Methods and Directive Teaching of Physical Education, and Methods of Teaching Team and Individual Sports. These courses include lesson plan development and require that each student present a minimum of six lesson plans on various physical education units based on the national Physical Education content standards. Once the lesson plans are presented and critiqued in the Methods class, students have the opportunity to teach these lessons to students enrolled in D.C. schools for practical experience.

The actual number of hours for this practical experience ranges from 3- 12 hours during the course of the semester. Each student is also required to complete

student teaching. The requirements for student teaching are as follows:

3. Description of criteria for admission, retention, and exit from the program.
  1. Be accepted into the College of Arts and Sciences (COAS) and pursue a COAS major appropriate for the Secondary Education Program
  2. Pass Praxis I (see [www.ets.org](http://www.ets.org) or [http://www.k12.dc.us/dcsea/certification/licensing/faq\\_5.html](http://www.k12.dc.us/dcsea/certification/licensing/faq_5.html) for more information about Praxis)
  3. Submit application for admission to the Secondary Education Program in the Department of Curriculum and Instruction in the School of Education
  4. Once accepted, meet with academic advisor to discuss program scheme and plan of study
  5. Remain in good academic standing and register for courses each semester. Maintain a 2.3 cumulative grade point average and a 2.5 gpa in their major and education courses.
  6. For students in English, Mathematics, and History pass Praxis II to be eligible to enroll in student teaching (see [www.ets.org](http://www.ets.org) or [http://www.k12.dc.us/dcsea/certification/licensing/faq\\_5.html](http://www.k12.dc.us/dcsea/certification/licensing/faq_5.html) for more information about Praxis)
  7. Complete certification coursework at the Howard University School of Education. Only education courses with a grade of "C" or better will be accepted.
  8. Submit application for teacher certification to the Office of the Director of Teacher Education in the School of Education
  
4. Description of the relationship of the program to the unit's conceptual framework.

The mission of the School of Education (the Unit hereafter) is to prepare professional educators and human development specialists in teaching, research, service delivery, policy, and advocacy. The conceptual framework, which guides the work of the Unit, sets ultimate unit goals with respect to preparation of educators. All programs in the Unit, including the Early Childhood Teacher Education programs, are designed to prepare candidates to function as reflective educators/practitioners, competent researchers, educational leaders, and change agents. More specifically, the Unit listed seven demonstrable student learning outcomes, which include:

- 1) the ability to think critically
- 2) the ability to analyze and solve problems
- 3) the ability to make ethical decisions
- 4) the ability to apply knowledge by linking theory and practice
- 5) knowledge and understanding of self, history, and community
- 6) the ability to assume leadership roles in the global community
- 7) a demonstration of knowledge, sensitivity, and skills in working with diverse populations

The Unit's conceptual framework is considered adequately universal in guiding all teacher certification programs in the Department of Curriculum and Instruction (C&I), the home department of Early Childhood Teacher Education programs. C&I are committed to the preparation of candidates who are well versed in their teaching fields and have strong teaching abilities. The seven student learning outcomes listed above provide a clear vision for the best attributes that the Unit expects its

candidates to possess, which offers guidance to the Early Childhood Education programs in designing, implementing, and evaluating its courses of studies.

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.

There are several assessments that serve evaluation purposes for all comparable academic programs in the Unit, including the Physical Education program. As the only department in the Unit that prepares teacher candidates, C&I also have a set of assessments that are universally conducted with candidates in its certification programs. Such assessments include Praxis I & II examinations, professional portfolio, Teacher Candidate Evaluation Instrument, and an action research project. However, the content in each assessment are program-specific whenever it is applicable.

In addition to the universal assessments implemented throughout the Unit, there are also program-specific assessments built in professional courses to assess candidates' knowledge, skills, and dispositions in the field of Physical Education. Such assessments include unit plans, demonstration of teaching, field teaching experience, comprehensive exams and student teaching.

**Attachment: 1. Program of study**  
**Howard University**  
**Department of Health, Human Performance & Leisure Studies**  
**FALL 2006**

<b>Howard University</b> <b>Department of Health, Human Performance and Leisure Studies</b> <b>K-12 TEACHER EDUCATION CERTIFICATION CURRICULUM</b>
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**Major=39credits      Minor=15+9=24**

**FRESHMAN YEAR**

<i><b>First Semester</b></i>	<i><b>Second Semester</b></i>
<i><b>FRSM 001 Freshman Seminar</b></i> 1	<i><b>English 003</b></i> 3
<i><b>English 002</b></i> 3	<i><b>Division "A"</b></i> 3
<i><b>Foreign Language</b></i> 4	<i><b>Foreign Language</b></i> 4
<i><b>Division "A"</b></i> 3	<i><b>Division "B" (Hist 005 or 006)</b></i> 3
<i><b>Division "B"(Afro-Am005 or 006)</b></i> 3	<i><b>Division "D" (Math 007,009,010)</b></i> 4
<i><b>Division "D" (Math 006)</b></i> 3	<i><b>COAS HHPL 005 or 021</b></i> 1
<i><b>COAS Health</b></i> 1	
<b>18 hrs.</b>	<b>18 hrs.</b>

**SOPHOMORE YEAR**

<i><b>Division "A"</b></i> 3	<i><b>Division "A"</b></i> 3
<i><b>Division "C"</b></i> 3	<i><b>Division "C"</b></i> 3
<i><b>Foreign Language</b></i> 3	<i><b>Foreign Language</b></i> 3
<i><b>HHPL 102 Anatomy</b></i> 3	<i><b>COAS 002 or 003 - Swimming</b></i> 1
<i><b>HHPL 108 Anatomy Lab</b></i> 1	<i><b>HHPL 103 Physiology</b></i> 3
<i><b>HHPL 706 Hist &amp; Phil of PE-Wrt 3</b></i>	<i><b>COAS 053 Fitness or 009 Slimnastics</b></i> 1
<i><b>HHPL 050 MethTeach Team Spts</b></i> 1	<i><b>HHPL 112 First Aid &amp; CPR</b></i> 3
<b>17 hrs.</b>	<b>17 hrs.</b>

**JUNIOR YEAR**

<i><b>Philosophy</b></i> 3	<i><b>HHPL 104 – Kinesiology</b></i> 3
<i><b>HHPL 109 Meth &amp; Dir Teaching</b></i> 3	<i><b>HHPL 113 – Adaptive Physical Ed.</b></i> 3
<i><b>HHPL 052 Meth. Teach Ind. Sports</b></i> 1	<i><b>HHPL 152 – Meth of Hlth Education</b></i> 3
<i><b>HHPL 220 Organ &amp; Adm HHPLS</b></i> 3	<i><b>SEED 029 – Ed Psychology</b></i> 3
<i><b>SEED 001 – Intro to Teaching</b></i> 3	<i><b>SEED 110 – Ed Tech &amp; Computer</b></i> 3
<i><b>SPEECH</b></i> 3	<i><b>HHPL 130 Exercise Physiology 2</b></i> 3
<b>16 hrs</b>	<b>18 hrs</b>

**SENIOR YEAR**

<b>SEED 160 – Improvement Reading</b>	<b>3</b>	<b>SEED 135 - STUDENT TEACHING</b>	<b>9</b>
<b>SEED 039 – Social Found</b>	<b>3</b>		
<b>HHPL 111 – Motor Learning</b>	<b>3</b>		
<b>HHPL 723 – Intro Research &amp; Stat</b>	<b>3</b>		
	<b>12 hrs</b>		
		<b>Total</b>	<b>127</b>

- \* **Required Supporting Course**
- ~ **Courses STRONGLY RECOMMENDED to meet National NCATE Standards (39 states including Washington, DC)**
  - ~030 – Athletic Coaching/Sport Officiating 3 credits
  - ~118 – Athletic Training 3 credits
  - ~140 – Human Growth/Development 3 credits
  - ~007 – Volleyball (Spring) & 010 – Soccer (Fall) 1 credit each (Team Skills course)
  - ~135 – Sports Psychology or 717 – Role of Sport in Society-WRTG

Howard University  
 Department of Health, Human Performance and Leisure Studies  
 FALL 2006

**K-12 TEACHER EDUCATION CERTIFICATION CURRICULUM**

**HHPL REQUIREMENTS**

<b>HHPL 050</b>	<b>Method of Teaching Team Sports</b>	<b>1 credit</b>
<b>HHPL 052</b>	<b>Method of Teaching Individual Sports</b>	<b>1 credit</b>
<b>HHPL 102</b>	<b>Human Anatomy Lecture</b>	<b>3 credits</b>
<b>HHPL 103</b>	<b>Physiology</b>	<b>3 credits</b>
<b>HHPL 104</b>	<b>Kinesiology</b>	<b>3 credits</b>
<b>HHPL 130</b>	<b>Exercise Physiology 2</b>	<b>3 credits</b>
<b>HHPL 108</b>	<b>Human Anatomy Lab</b>	<b>1 credit</b>
<b>HHPL 109</b>	<b>Method &amp; Directive Teaching</b>	<b>3 credits</b>
<b>HHPL 111</b>	<b>Motor Learning</b>	<b>3 credits</b>
<b>HHPL 112</b>	<b>First Aid &amp; CPR</b>	<b>3 credits</b>
<b>HHPL 113</b>	<b>Adaptive Physical Education</b>	<b>3 credits</b>
<b>HHPL 152</b>	<b>Methods &amp; Materials of Health Education</b>	<b>3 credits</b>
<b>HHPL 220</b>	<b>Organization &amp; Administration HHPLS</b>	<b>3 credits</b>
<b>HHPL 706</b>	<b>History &amp; Philosophy of PE-Writing</b>	<b>3 credits</b>
<b>HHPL 723</b>	<b>Introduction Research &amp; Statistics-Writing</b>	<b>3 credits</b>
<b>TOTAL</b>		<b>39 credits</b>

*\*Strongly recommended to meet National NCATE Standards (39 states including Washington, DC)*

<b>HHPL 003</b>	<b>Intermediate Swimming or Higher level</b>	<b>1 credit</b>
<b>005</b>	<b>Golf (Individual Skills Course)</b>	<b>1 credit</b>
<b>007</b>	<b>Volleyball (Team Skills Course)</b>	<b>1 credit</b>
<b>009</b>	<b>Slimnastics</b>	<b>1 credit</b>
<b>010</b>	<b>Soccer (Team Skills Course)</b>	<b>1 credit</b>
<b>021</b>	<b>Badminton (Individual Skills Course)</b>	<b>1 credit</b>
<b>030</b>	<b>Athletic Coaching/Sport Officiating</b>	<b>3 credits</b>
<b>053</b>	<b>Fitness</b>	<b>1 credit</b>
<b>107</b>	<b>Exercise Physiology 1</b>	<b>3 credits</b>
<b>118</b>	<b>Athletic Training</b>	<b>3 credits</b>
<b>135</b>	<b>Sports Psychology</b>	<b>3 credits</b>
<b>140</b>	<b>Human Growth &amp; Development</b>	<b>3 credits</b>
<b>717</b>	<b>Role of Sport in Society-Writing</b>	<b>3 credits</b>

**COLLEGE OF ARTS AND SCIENCES REQUIREMENTS**

<b>ENGLISH (002,003)</b>	<b>(3 COURSES)</b>	<b>6</b>
<b>LANGUAGES</b>	<b>(4 COURSES)</b>	<b>14</b>
<b>PHILOSOPHY</b>		<b>3</b>
<b>SPEECH</b>		<b>3</b>
<b>MATH (006,007)</b>		<b>8</b>
<b>DIVISION A</b>	<b>(4 COURSES)</b>	<b>12</b>
<b>DIVISION B AFRO-005</b>	<b>(2 COURSES)</b>	<b>6</b>

<i>DIVISION C</i>	<i>(2 COURSES)</i>	<i>6</i>
<i>HHPL REQUIREMENT</i>	<i>(4 - 1 CREDIT COURSES)</i>	<i>4</i>
<i>FRESHMAN ORIENTATION</i>		<i>1</i>
	<i>TOTAL</i>	<i>63</i>
	<i>TOTAL</i>	<i>127</i>

## SECTION II— LIST OF ASSESSMENTS

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.

Name of Assessment <sup>1</sup>		Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>
1	[Licensure assessment, or other content-based assessment] <sup>4</sup>	Comprehensive exam, Praxis I & II ; teaching demonstration, field experience; student teaching	Praxis I prior to acceptance to Student Teaching Program, Junior and senior Year
2	[Assessment of content knowledge in health education]	Comprehensive exam, course exams, field experiences	Last year of Program
3	[Assessment of candidate ability to plan instruction]	Lesson/Unit Plan evaluation	Methods course
4	[Assessment of student teaching]	Teacher candidate assessment instrument	During student Teaching
5	[Assessment of candidate effect on student learning]	Behavioral surveys, oral and written exams	During student teaching
6	[Additional assessment that addresses AAHPERD/AAHE standards ( <i>required</i> )]	Classroom demonstration; lesson plan presentation	Methods course
7	[Additional assessment that addresses AAHPERD/AAHE standards ( <i>optional</i> )]		

<sup>3</sup> Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>4</sup> Identify the type of assessment (e.g., essay, case study, project, comprehensive exam reflection, state licensure test, portfolio).

<sup>5</sup> 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).

<sup>6</sup> If licensure test data is submitted as Assessment #1, the assessment and scoring guide attachments are not required. If the state does not require a licensure test, another content based assessment must be submitted (including the assessment and scoring guide).

## SECTION III—RELATIONSHIP OF ASSESSMENTS TO STANDARDS

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.

<b>AAHPERD/NASPE STANDARD</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>
<b>1. Content Knowledge.</b> Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.	X <input type="checkbox"/> #1   X <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X <input type="checkbox"/> #4 <input type="checkbox"/> #5   X <input type="checkbox"/> #6   X <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>2. Growth and Development.</b> Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.	X <input type="checkbox"/> #1 <input type="checkbox"/> #2   X #3   X #4 X #5   X #6   X #7 <input type="checkbox"/> #8
<b>3. Diverse Students.</b> Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.	X #1 <input type="checkbox"/> #2   X #3   X #4 X #5 <input type="checkbox"/> #6   X #7 <input type="checkbox"/> #8
<b>4. Management and Motivation.</b> 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.	X #1 <input type="checkbox"/> #2   X #3   X #4 X #5 <input type="checkbox"/> #6   X #7 <input type="checkbox"/> #8
<b>5. Communication.</b> Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.	X #1 <input type="checkbox"/> #2   X #3   X <input type="checkbox"/> #4 X #5   X <input type="checkbox"/> #6   X #7 <input type="checkbox"/> #8
<b>6. Planning and Instruction.</b> 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.	X #1 <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X <input type="checkbox"/> #4 <input type="checkbox"/> #5   X #6   X <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>7. Student Assessment.</b> Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.	X #1 <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X #4 <input type="checkbox"/> #5   X #6   X <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>8. Reflection.</b> 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.	X #1   X <input type="checkbox"/> #2   X <input type="checkbox"/> #3   X <input type="checkbox"/> #4

AAHPERD/NASPE STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
	X <input type="checkbox"/> #5 X <input type="checkbox"/> #6 X <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>9. Technology.</b> Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.	X <input type="checkbox"/> #1 <input type="checkbox"/> #2 X <input type="checkbox"/> #3 X <input type="checkbox"/> #4 X <input type="checkbox"/> #5 X <input type="checkbox"/> #6 X <input type="checkbox"/> #7 <input type="checkbox"/> #8
<b>10. Collaboration.</b> Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.	X <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 X <input type="checkbox"/> #4 <input type="checkbox"/> #5 X <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

**#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge.** AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge.

***To ascertain content knowledge in physical education, students are required to pass course exams, participate in panel reports, and present lesson plans in the methods class prior to field experience and student teaching.***

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

**(a) Assessment 1: Comprehensive Exam**

All Teacher Education Physical Education majors are required to take and pass the comprehensive exam after completion of course requirements.

**(b) Comprehensive Exam Scoring Guide**

**Below Is The Scoring Breakdown For The Written Comprehensive Examination:**

**Scoring Rubric**

100 - 90 Points = A

- Teacher Candidate Comprehensive Examination demonstrates an understanding of physical education content, disciplinary concepts, and tools of inquiry of a physically educated person.
- Language is clear, concise, accurate, and easy to understand. Uses terminology appropriately and is logically organized.
- Thoroughness and completion of the written comprehensive examination
- Analytical Interpretations
- Organization and integration of ideas and facts
- Correctness/accuracy of data analysis
- Relationship between questions and answers; and
- Citations from the literature

89 – 80 Points = B

- Teacher Candidate Comprehensive Examination demonstrates a relative and moderate

- understanding of physical education content, disciplinary concepts, and tools of inquiry of a physically educated person.
- Makes reference to key principles, but is not well developed or integrated in the response.
  - Is satisfactorily written, but may use some terms incorrectly; may need to be read two or more times to be understood.
  - Written Comprehensive is Incomplete, lacks thoroughness
  - Analytical Interpretations are satisfactory
  - Organization and integration of ideas and facts not fully developed
  - Degree of overall correctness/accuracy is above average
  - Relationship between questions and answers is above average; and
  - Citations from the literature is acceptable.

79 – 70 Points = C

- Teacher Candidate Comprehensive Examination contains no reference to key principles; if key principles are present, there is no evidence the learner understood principles, or key principles are not integrated into the response.
- Written Comprehensive not well written; terms are used incorrectly; instructor cannot comprehend student's ideas after repeated readings.
- Written Comprehensive is Incomplete, and is poorly written.
- Lacks Analytical Interpretation
- Organization and integration of ideas and facts are minimum
- Degree of correctness/accuracy are at a minimum
- Relationship between questions and answers poorly presented; and
- Citations from the literature are lacking

**(c) Candidate Derived Data**

All teacher candidates passed the comprehensive exam. The scores ranged from 70 to 92 with a mean score of 82.

**#2 (Required) CONTENT KNOWLEDGE: Assessment of content knowledge in health education.** AAHPERD/NASPE standards addressed in this assessment could include but are not limited to Standards 1 and 2. . Examples of assessments include comprehensive examinations; GPAs or grades; content major; written interpersonal/presentational tasks; capstone projects or research reports; and other portfolio tasks.<sup>5</sup>

***Content knowledge is also assessed via a comprehensive exam, grades on course examinations, essays and investigative reports.***

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

**(a) Assessment 2: Teaching Assessment (Method Students)**

This assessment is designed to evaluate student's knowledge of methods and procedures of conducting a physical education class.

**(b) Teaching Assessment Scoring Guide**

(4) Excellent (Student shows command and a high level of proficiency and a thorough understanding), (3) Good (Relative proficiency), (2) Fair (Satisfactory proficiency and limited understanding), (1) Poor (Limited to no proficiency or understanding). In space provided indicate the numerical score for each statement.

**I. Knowledge of subject matter**

- a. Demonstrates proficient knowledge of skills \_\_\_\_\_
- b. Demonstrates enthusiasm for subject \_\_\_\_\_
- c. Encourages students to observe, question, and interpret ideas regarding the skills being taught. \_\_\_\_\_

**II. Human Development and Learning**

- a. Plans developmentally appropriate lessons. \_\_\_\_\_
- b. Fosters social and personal growth of students \_\_\_\_\_
- c. Conveys high expectations for learning \_\_\_\_\_
- d. Constructs lessons to meet individual learning abilities. \_\_\_\_\_

**III. Instructional Strategies**

- a. Utilizes different roles in teaching (instructor, facilitator, coach, audience) \_\_\_\_\_

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<sup>5</sup> A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case the assessment and scoring guide for the independent product should be presented.

- b. Arranges learning activities that engage students in critical thinking.
- c. Connects instruction to students prior knowledge and experience.

**IV. Classroom Management**

- a. Manages learning time and materials efficiently
- b. Appropriately paces lessons, allowing time for summary and closure.
- c. Provides opportunity for student leadership development.

**V. Behavioral Management**

- a. Creates a positive classroom climate.
- b. Is consistently alert to student behavior
- c. Provides students with clear understanding of standards of conduct.
- d. Uses positive reinforcement and behavior prompts for student self discipline

**VI. Communication**

- a. Uses appropriate and standard spoken and written language.
- b. Supports student expression in listening and writing.
- c. Demonstrates a sensitivity to linguistic differences.

**VII. Grading Scale:**

Multiply each numerical answer by 4 and apply to scale below:  
 (72-80= A): (64-71 =B), (56-63= C); (48-55= D)

**(c) Candidate Derived Data**

That nine out of ten candidates have scored 80 and above indicates that the students were adequately prepared to meet the standards.

**#3 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively plan classroom-based instruction.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. ***Preparation of lesson/unit plans that are age appropriate and are based on the national physical education content standards must be presented to the Methods class.***

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

**(a) Assessment 3: Lesson and Unit Plan**

Name of Activity \_\_\_\_\_ Age Group \_\_\_\_\_  
Subject Area \_\_\_\_\_

**Purpose:** (goals)

**Outcomes:** (Objectives)

**Materials:**

**Procedures:** (Instructions)

A) Introduction

\*  
\*  
\*

B) Guided Practice

\*  
\*  
\*

C) Independent Practice

\*  
\*  
\*

D) Closure

\*  
\*  
\*

## E) Follow-Up

### **(b) Lesson/Unit Plan Scoring Guide**

Scoring Guide: 4- 3- 2- 1

(4) Excellent (Student shows command and a high level of proficiency and a thorough understanding), (3) Good (Relative proficiency), (2) Fair (Satisfactory proficiency and limited understanding), (1) Poor (Limited to no proficiency or understanding). In space provided indicate the numerical score for each statement.

4: The student demonstrates a thorough knowledge and understanding of the physical education content standards and is able to synthesize and explain the relationship between physical education standards, the content area. The student is able to align the performance indicators with the learning assessments, the information and teaching strategies are age appropriate, and the student actively engaged the class in the learning process.

2-3: The student is able to identify the appropriate physical education content standard in relationship to the activity being taught and the equipment and implements used are age appropriate.

1: The student does not adequately address the physical education content standard and align it with the content area being covered. The materials and resources used are not age appropriate. The lesson did not allow students to be actively engaged in the learning process.

### **(c) Candidate Data Derived from the Assessment**

Based on the performance of the candidates, standard 2 & 3 were met. The candidates demonstrate a clear understanding of the physical education content standards, performance indicators and learning assessments. They are able to select and develop age appropriate teaching activities and strategies.

**#4 (Required) PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The appropriate assessment is the evaluation of student teaching, the internship other clinical experiences.

*The "Teacher Candidate Assessment Instrument" is used to evaluate student teaching. The major advisor completes a minimum of two observations of student teaching. The instrument assesses the following areas: (1) Knowledge of subject matter; (2) Human Development and Learning; (3) Student Diversity; (4) Instructional Strategies; (5) Classroom Organization; (6) Behavior Management; (7) Communication; (8) Instructional Planning Skills; (9) Assessment; and (10) Professional Commitment and Responsibility*

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

**(a) Assessment 4: Teacher Candidate Assessment**

(See attachment)

**(b) Teacher Candidate Scoring Guide**

(See attachment: The scoring guide is included in the instrument)

**(c) Candidate Derived Data**

On a scale of A-D, with A being the highest score, the candidates scored a B which suggest that the students exhibited the target level of knowledge and skills to be an effective beginning teacher.

**#5 (Required) EFFECTS ON STUDENT LEARNING:** Assessment that demonstrates candidate effects on student learning.<sup>6</sup> AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

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

**Oral and written exams are used to analyze the impact of instruction on student learning.**

**(a) Assessment 5: Student Teaching Portfolio**

**(b) Student Teaching Portfolio Scoring Guide**

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<sup>6</sup> Effects on student learning include the creation of environments that support student learning.

(c) Candidate Derived Data

The quality of the documents in the portfolio provide evidence for student learning.

**#6 (Required): 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.

**In class panel presentations, service learning, and field work placements are additional assessments that are used to address the NASPE standards.**

(a) **Assessment 6: Teaching Demonstration**

Students present lessons to students enrolled in the general education Physical Education classes.

(b) **Teaching Demonstration Scoring Guide**

48-50 points = A

- Teacher candidate demonstrates motor skills and physical activities with competence.
- Applies disciplinary concepts and principles to skillful movement and physical activity.
- Incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
- Teacher candidate supports and encourages learner expression through movement.
- Teacher candidate selects and implements developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of learners.
- Teacher candidate uses appropriate strategies, services, and resources to meet special and diverse learning needs.
- Teacher candidate creates a learning environment which respects and incorporates learner's personal, family, cultural, and community experiences.

45-47 points = B:

- Teacher candidate demonstrates motor skills and physical activities with relative proficiency.
- Applies disciplinary concepts and principles to skillful movement and physical activity with moderate understanding.

- Satisfactorily Incorporates interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
- Satisfactorily supports and encourages learner expression through movement.
- Teacher candidate selects and implements developmentally appropriate instruction that is relatively sensitive to the multiple needs, learning styles, and experiences of learners.
- Teacher candidate satisfactorily uses appropriate strategies, services, and resources to meet special and diverse learning needs.
- Teacher candidate creates a satisfactory learning environment which respects and incorporates learner's personal, family, cultural, and community experiences

40-44 points = C

- Teacher candidate does not demonstrate motor skills and physical activities with relative proficiency.
- Teacher candidate does not apply disciplinary concepts and principles to skillful movement and physical activity with moderate understanding.
- Teacher candidate does not Satisfactorily Incorporate interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.
- Teacher candidate does not satisfactorily support and encourages learner expression through movement.
- Teacher candidate does not select and implement developmentally appropriate instruction that is sensitive to the multiple needs, learning styles, and experiences of learners.
- Teacher candidate does not use appropriate strategies, services, and resources to meet special and diverse learning needs.  
Teacher candidate creates a learning environment which respects and incorporates learner's personal, family, cultural, and community experiences

**(c) Candidate Derived Data**

That Nine out of ten candidates have scored 48 points and above indicates that the students were adequately prepared to

<b>Name of Assessment</b>	<b>Brief Description</b>	<b>AAHPERD/NASPE Standard(s)</b>	<b>Findings</b>	<b>Interpretation of meeting standards</b>
Licensure - Content-based	Praxis I	1,2,3,4,5,6,7	Met Standard	
Content Knowledge in Physical Education	Comprehensive Examination, Course exams, lesson plan presentations	1 – 10	Met Standard	Demonstrate in-dept knowledge and the ability to address all of the dimensions of physical education
Planning Classroom Based Instruction	Lesson plan/unit development	1 – 10	Met Standard	The ability to formulate performance indicators that are related to the content standards and are age appropriate.
Teacher Candidate Assessment Instrument	Major Advisor Observation of Student Teaching	1 – 10	Met Standard	The ability to design innovative instructional strategies that support the performance indicators and content standards.
In-Class Panel Evaluation Form	Scoring rubric for panel presentation	1 – 10	Met Standard	Use valid, reliable resources, and technology to engage students in a meaningful learning experience.
Field Placement	Course exams; portfolios,			Demonstrate the ability to

Agency Evaluation Form	reflective journals; lesson plan presentations; needs assessment	1- 10	Met Standard	apply knowledge in a real, practical setting
Pre-Post Assessments	Assess prior knowledge in Technical Skills and Knowledge of the Human anatomy	1 – 10	Met Standard	Increase in knowledge and available resources related to specific physical education issues

**Physical Education Courses and Link to NASPE Standards  
(ALSO REPORTED DCPS HPE CERTIFICATION STANDARDS)**

Course Title	NASPE Standards	Assessment
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Title	AAHPERD/NASPE	Application to Section II	DCPS HPE Certification
WSI or Life Guarding	2,3	7	1641.1d.6 Aquatics/WSI
Methods of Teaching Team Sports	1,2,4,6,7	2,3,6,7	1641.1d.5 Motor Skills
Volleyball (Team Sport) Majors	2,3,4	7	1641.1.d5 Motor Skills
Soccer (Team Sport) Majors	2,3,4	7	1641.1.d5 Motor Skills
Fitness (Group Instruction)	2,3,4, 5.1	7	1641.1.d3 Fitness/Wellness
Methods of Teaching Individual Sports	1,2,4,5,6,7	2,3,6,7	1641.1.d5 Motor Skills
Golf (Individual Sport) Majors	4	7	1641.1.d5 Motor Skills
Badminton (Individual Sport) Majors	4	7	1641.1.d5 Motor Skills
Coaching & Officiating	4,5	7	1641.1e.4 Pedagogy
Human Anatomy	1,2,6,7	2	1641.1a.1 Scientific Found
Physiology	1,2,6,7	2	1641.1a.2 Scientific Foundations
Kinesiology	1,2,6,7	2	1641.1a.2 Scientific Foundations
Exercise Physiology II	1,2,6,7	2	1641.1a.2 Scientific Foundations
Human Anatomy Lab	1,2,6,7	7	1641.1a.2 Scientific Foundations
Methods & Directive Teaching	1,2,4,5,6,7	2,3,6,7	1641.1e.4 Pedagogy
Motor Learning	1,2	6	1641.1a.5 Scientific Foundations
First Aid & CPR	1,2	6	1641.1c1 Health Safety
Adaptive Physical Education	2,3,4,6,7	2,3,5,6,7	1641.1e.3 Pedagogy
Athletic Training	2,3,4,6,7	2,3,5,6,7	1641.1c3 Health Safety
Methods & Materials of Health Education	2,3,4,5,7,9	2,3,5,6,7	1641.1e.3 Pedagogy
Organization & Administration of Physical Education	1, 6,9	2	1641.1e.2 Pedagogy
History & Philosophy of Physical Education	1,2,5	7	1641.1b.2 Historical/Sociological

Role of Sport in Society & Writing	1,2,3,5	2	1641.1a.2 Scientific Foundations
Introduction Research & Statistics-Writing	1,7	2	1641.1e.1 Pedagogy
Human Growth & Development	1,2,3,6	2	1641.1a.3 Scientific Foundations
Sports Psychology	1,2,3,5	2	1641.1b.1 Historical/Sociological
Introduction to Teaching Secondary Education	4,5,6	7	1641.1b.1 Historical/Sociological
Educational Psychology	3,4	7	1641.1b.1 Historical/Sociological
Social Foundations of Urban Education	3,4,8	7	1641.1a.7;1641.1b.1 Hist/Soc
Improvement Reading	5	7	1641.1a.7;1641.1b.1 Hist/Soc
Educational Technology & Computers	5,9	7	1641.1b.1 Historical/Sociological
Student Teaching	8,10	5	Certification/Licensure

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

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.**

### **(1) Content Knowledge**

Pre-Post test assessments were used to determine increase in knowledge related to Skill Technique Classes in Methodology, Adaptive Physical Education, Human Anatomy, and First Aid and CPR. The results revealed that students had limited knowledge related to these topics and their knowledge increased significantly as a result of taking these courses.

### **(2) Professional and Pedagogical Knowledge, Skill, and Dispositions**

Information from the student's exit interviews, external classroom workshop and lecture experiences, as well as field placements were used to assess program effectiveness. Based on student self-evaluation, all of the students indicated that they learned something new about their major and were pleased or very pleased with the overall experiences. However, a major challenge was scheduling students to be available to attend these programmatic activities during the school day, due to student work and course schedules. To address this issue, efforts to identify after school programs or week-end programs are in process.

### **(3) Student Learning**

Oral and written examinations are used to assess student learning, along with pre and post assessments. Based on feed-back from students, from workshop, and field work experiences, more behavioral surveys and performance-based assessments need to be implemented. The inclusion of more performance-based assessments such as role-playing, interactive games and technology is presently being investigated.

ATTACHMENT A  
**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.

<b>Program:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers<sup>7[11]</sup></b>
2004 - 2005	6	1
2005 - 2006	4	2
2006 - 2007	6	2

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<sup>7[11]</sup> 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.

**ATTACHMENT B  
Faculty Information**

**Directions:** Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University <sup>8[12]</sup>	Assignment: Indicate the role of the faculty member <sup>9[13]</sup>	Faculty Rank <sup>10[14]</sup>	Tenure Track (Yes/No)	Scholarship, <sup>11[15]</sup> Leadership in Professional Associations, and Service: <sup>12[16]</sup> List up to 3 major contributions in the past 3 years <sup>13[17]</sup>	Teaching or other professional experience in P-12 schools <sup>14[18]</sup>
Dr. Marshall Banks	Ph.D. in recreation. University of Illinois	Exercise Science, Leisure Studies, Kinesiology, Motor Learning, History & Philosophy of Physical Education	Professor	Y	College of Arts & Sciences Human Research & Intellectual Property committee, Advisory Board Center for Urban Progress, Langston in the 21 <sup>st</sup> Century Foundation	Served on 4 MS thesis committees and 2 PhD thesis committees Independent Study/Research projects require a minimum of 10 hours per week.
Dr. Vernon Bond	Ed.D. in Exercise Physiology, University of Tennessee	Exercise Physiology, Exercise Practicum, Advance Measurements, Work Physiology	Professor	Y	Received external grant dollars totaling more than \$500,000; Research publication in Peer-Reviewed Journals (i.e. Journal of Ethnicity & Disease). Engaged in a collaborative research study with the Howard University Cancer Center Examining the influence of Physical Activity on Prostate cancer risk in African-Americans.	Research Presentations which focus on Acute Exercise and Postexercise on Blood Pressure in African American Women, Journal Reviewer, Mentor to Undergraduate and Graduate Students

<sup>8[12]</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska

<sup>9[13]</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>10[14]</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>11[15]</sup> *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.

<sup>12[16]</sup> *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.

<sup>13[17]</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>14[18]</sup> 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.

Faculty Member Name	Highest Degree, Field, & University <sup>15[19]</sup>	Assignment: Indicate the role of the faculty member <sup>16[20]</sup>	Faculty Rank <sup>17[21]</sup>	Tenure Track (Yes/No)	Scholarship, <sup>18[22]</sup> Leadership in Professional Associations, and Service: <sup>19[23]</sup> List up to 3 major contributions in the past 3 years <sup>20[24]</sup>	Teaching or other professional experience in P-12 schools <sup>21[25]</sup>
Dr. Marjorie Leppo	Ph.D. in Sport Psychology, University of Maryland	Psychology of sport, Curriculum Development, Human Growth & Development.	Professor	Y	Article published: Leppo, M. & Davis, D. (2005). Movement opens pathways to learning. <i>Strategies</i> , 19 (2), 11-16.	Research Conference "PDS in action: Impacting Student Achievement and Teacher Retention through improved teaching and learning" April 1, 2006, Towson State University, Towson, MD.

<sup>15[19]</sup> e.g., PhD in Curriculum & Instruction, University of Nebraska

<sup>16[20]</sup> e.g., faculty, clinical supervisor, department chair, administrator

<sup>17[21]</sup> e.g., professor, associate professor, assistant professor, adjunct professor, instructor

<sup>18[22]</sup> *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.

<sup>19[23]</sup> *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.

<sup>20[24]</sup> e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

<sup>21[25]</sup> 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.

Dr. Michael Caprarola, Ph.D.	Research and Statistics at University of Maryland Ph.D.	Exercise and Hypertension; Physiology, Exercise Physiology, Research & Statistics.	Associate Professor	Y	Continually Mentor students for undergraduate Research Symposia Presentations.	Directs the Sports Medicine Honors Program
C. Joyce Barker, Ed.D.	Ed.D. in Supervision and Administration at University of Maryland	Methoda of Directive Teaching; Organization and Administration of HPER; Volleyball, Badminton, Athletic Coaching, Methods of Team and Individual Sports	Assistant Professor	Y	Currently engaged in developing a School Based Intervention Project to prevent obesity.	Attended the National AAHPER Conference in April 2007; Guest Speaker at Highland Park Elementary School, Spring 2006 & 2007.
Deborah K. Johnson	Master of Science, Physical Education plus 30 hours at Howard University	Teacher preparation, general adaptive populations.	Master Instructor	Y	DCAHPERD Delegate, AAHPERD representative. Member of the counsel for services EDA-AAHPERD	District of Columbia Special Olympics March 2006 Certificate of Appreciation for Service and Volunteerism. Consultant to the HU Campus police training program. AAPHERD-April 2006 (Salt Lake, City Utah) selected as the DC voting Delegate to the national convention.
Dr. Lawrence Enweze	M.D in Anatomy & Physiology at St. Georges University School of Medicine		Part-time lecturer	N	Received the HUH/HUCM award for best in resident teaching 2004 & 2005. Teaching assistant in gross anatomy in medical school. Research in the effect of Tendontomy on contraction apparatus	Teaching of the medical students and junior resident physician.

					(spindles) of Soleus Muscles in immobilized mouse.	
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<sup>22</sup>[1] The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework

<sup>23</sup>[2] 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.

<sup>24</sup>[3] Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

<sup>25</sup>[4] Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

<sup>26</sup>[5] 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).

<sup>27</sup>[6] 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.

<sup>28</sup>[7] 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.

<sup>29</sup>[8] 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

<sup>30</sup>[9] 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.

<sup>31</sup>[10] NCATE will provide a link to a sample response for this requirement.

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<b>Title</b>	<b>AAHPERD/NASPE</b>	<b>Application to Section II</b>	<b>DCPS HPE Certification</b>
WSI or Life Guarding	2,3	7	1641.1d.6 Aquatics/WSI
Methods of Teaching Team Sports	1,2,4,6,7	2,3,6,7	1641.1d.5 Motor Skills
Volleyball (Team Sport) Majors	2,3,4	7	1641.1.d5 Motor Skills
Soccer (Team Sport) Majors	2,3,4	7	1641.1.d5 Motor Skills
Fitness (Group Instruction)	2,3,4, 5.1	7	1641.1.d3 Fitness/Wellness
Methods of Teaching Individual Sports	1,2,4,5,6,7	2,3,6,7	1641.1.d5 Motor Skills
Golf (Individual Sport) Majors	4	7	1641.1.d5 Motor Skills
Badminton (Individual Sport) Majors	4	7	1641.1.d5 Motor Skills
Coaching & Officiating	4,5	7	1641.1e.4 Pedagogy
Human Anatomy	1,2,6,7	2	1641.1a.1 Scientific Found
Physiology	1,2,6,7	2	1641.1a.2 Scientific Foundations
Kinesiology	1,2,6,7	2	1641.1a.2 Scientific Foundations
Exercise Physiology II	1,2,6,7	2	1641.1a.2 Scientific Foundations
Human Anatomy Lab	1,2,6,7	7	1641.1a.2 Scientific Foundations
Methods & Directive Teaching	1,2,4,5,6,7	2,3,6,7	1641.1e.4 Pedagogy
Motor Learning	1,2	6	1641.1a.5 Scientific Foundations
First Aid & CPR	1,2	6	1641.1c1 Health Safety
Adaptive Physical Education	2,3,4,6,7	2,3,5,6,7	1641.1e.3 Pedagogy
Athletic Training	2,3,4,6,7	2,3,5,6,7	1641.1c3 Health Safety
Methods & Materials of Health Education	2,3,4,5,7,9	2,3,5,6,7	1641.1e.3 Pedagogy
Organization & Administration of Physical Education	1, 6,9	2	1641.1e.2 Pedagogy
History & Philosophy of Physical Education	1,2,5	7	1641.1b.2 Historical/Sociological
Role of Sport in Society & Writing	1,2,3,5	2	1641.1a.2 Scientific Foundations
Introduction Research & Statistics-Writing	1,7	2	1641.1e.1 Pedagogy
Human Growth & Development	1,2,3,6	2	1641.1a.3 Scientific Foundations
Sports Psychology	1,2,3,5	2	1641.1b.1

			Historical/Sociological
Introduction to Teaching Secondary Education	4,5,6	7	1641.1b.1 Historical/Sociological
Educational Psychology	3,4	7	1641.1b.1 Historical/Sociological
Social Foundations of Urban Education	3,4,8	7	1641.1a.7;1641.1b.1 Hist/Soc
Improvement Reading	5	7	1641.1a.7;1641.1b.1 Hist/Soc
Educational Technology & Computers	5,9	7	1641.1b.1 Historical/Sociological
Student Teaching	8,10	5	Certification/Licensure

**ATTACHMENT C  
SAMPLE OF ASSESSMENTS**

- 1. STUDENT TEACHING INFORMATION FORM**
- 2. DISTRICT OF COLUMBIA CREDENTIALING STANDARDS  
1641 HEALTH AND PHYSICAL EDUCATION – (K-12)**
- 3. ADAPTED PHYSICAL EDUCATION COURSE REQUIREMENTS**
- 4. ADAPTED PHYSICAL EDUCATION COURSE ASSIGNMENTS**
- 5. DISTRICT OF COLUMBIA WEEKLY STANDARDS – BASED LESSON  
PLAN TEMPLATE**
- 6. SENIOR COMPREHENSIVE EXAMINATIONS**

**STUDENT TEACHING INFORMATION FORM**  
**Fall\_\_\_\_\_ Spring\_\_\_\_\_**  
**Health Ed Major\_\_\_\_\_ Physical Education Major\_\_\_\_\_**

Major's Name: \_\_\_\_\_ ID \_\_\_\_\_  
 Cell phone: \_\_\_\_\_ Campus Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

Assigned School: \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Supervising Faculty: \_\_\_\_\_  
 Phone: \_\_\_\_\_ email: \_\_\_\_\_

HU SEED Contact Name/Ph \_\_\_\_\_

**Teaching Schedule:**

	Monday	Tuesday	Wednesday	Thursday	Friday
Period/Time					
1					
2					
3					
4					
5					
6					
7					
8					

Visitor's parking: Yes \_\_\_\_\_ No \_\_\_\_\_ located where: \_\_\_\_\_

\*\*DCPS may not be in session and your HHPLS advisor should be aware of when you will not be available for observation:

Vacation dates \_\_\_\_\_ Test dates: \_\_\_\_\_ Staff Dev Days \_\_\_\_\_

**DISTRICT OF COLUMBIA CREDENTIALING STANDARDS  
1641 HEALTH AND PHYSICAL EDUCATION – (K-12)**

1641.1 In addition to the general and professional education requirements, for certification in health and physical education, coursework in the following representing fifty-two (52) semester hours is required.

- (a) Scientific Foundations to include fifteen (15) semester hours from the following:
  - (1) Anatomy and Physiology
  - (2) Physiology of Exercise
  - (3) Growth and Motor Development
  - (4) Biomechanics/Kinesiology
  - (5) Motor Learning
  - (6) Chemistry and
  - (7) Behavioral Science/Psychology
  
- (b) Historical and Sociological Foundations to include six (6) semester hours from the following:
  - (1) History/Principles/Introduction to School;
  - (2) History/Philosophy/Principles of Physical Education
  - (3) Sociological Foundations of Education and/or Sport;
  - (4) Sport Psychology; and,
  - (5) History of Black Americans in Sports.
  
- (c) Health and Safety to include fifteen (15) semester hours from the following:
  - (1) First Aid and CPR Certification;
  - (2) Effects of Substance and/or Drug Prevention Education;
  - (3) Health Appraisals and Referrals/Athletic Injuries;
  - (4) Human Sexuality/Family Life and Sexuality;
  - (5) Chronic, Degenerative Illnesses, Communicable and Noncommunicable Diseases;
  - (6) Nutrition Education; and
  - (7) School, Environmental, Community and Consumer Health
  
- (d) Concepts relating to motor skills performance/fitness/sport to include seven (7) semester hours from the following:
  - (1) Fundamental Skills;
  - (2) Dance and Rhythmic Activities
  - (3) Fitness/Wellness/Exercise Science;
  - (4) Games;
  - (5) Individual/Dual/Team Sports;
  - (6) Aquatics/Swimming/Water Safety/Life Guarding; and
  - (7) Gymnastics (optional)

- (e) Pedagogy specific to elementary health and physical education to include twelve (12) semester hours from the following;
  - (1) Assessment and Evaluation in Health and Physical Education or Research and Statistics in Health or Physical Education;
  - (2) Organization and Administration of Health and Physical Education;
  - (3) Adaptive Physical Education or Teaching the Exceptional Child; and
  - (4) Coaching and Officiating
- (f) Valid certificates from the American Red Cross; Cardio-pulmonary resuscitation (CPR); First aid; and Water Safety Instructor

## **ADAPTED PHYSICAL EDUCATION COURSE REQUIREMENTS**

**Instructor: Ms. Deborah K. Johnson 806-9400 e-mail: dkingjohnson@msn.com**

Week	1	1/10	Overview; Handouts; Terms; Assignment #1 - Role Playing
	2	1/15	Video Tape-Special Populations; Assign #1 Due; Read <b>Preface &amp; Chapter 1</b>
		1/17	Video Tape-Special Populations
	3	1/22	Terms cont'd; History & Philosophy, <b>Chapter 1 and Class Notes</b>
			<b>ASSIGN – IEP/DUE DATES &amp; SITE VISITS</b>
		1/24	History con't; Legislation; <b>DCSO recruiting Letter &amp; Form</b>
	4	1/29	<b>Legislation; PL 94-142, 101-476, etc Chapter 2(11-26) Special Assignment</b>
		1/31	Professional Prep & Related Services, <b>Chapter #5(53-62)</b>
	5	2/5	Physical Growth, Movement, <b>Chapter 7(88-102)</b>
		2/7	Growth & Movement, <b>Chapter 7 and Class Notes</b> con't
	6	2/12	<b>QUIZ # 1; DCSO recruiting form due</b>
		2/14	The Family, Home, Special Problems, <b>Chapter #5(62-67)</b>
	7	2/19	<b>IEP #1 DUE; ASSIGN ORAL REPORTS</b>
Notes		2/21	<b>Psychosocial Development/Delays, Chapter 4(43-51); Class</b>
	8	2/26	Perceptual Motor; Kephart & Others, <b>Chapter 8(105-123)</b>
		2/28	<b>IEP Part #2 DUE</b> IPEP, ITP; PFP, <b>Chapter 3(28-42)</b> EDA-AAHPERD@ Newport, Rhode Island 2/27-3/2
	9	3/4	<b>Chapter #10; Review</b> for DCSO; LOWER GYMNASIUM
		3/6	Develop. Concept; IEP; ITP, <b>Chapter #3(28-42)</b> ; Organization
	10	3/11	<b><u>MIDTERM EXAM</u></b>
		3/13	<b>SITE RPT #10, 7; ORAL RPTS #12, 15</b>

**3/15 Special Olympics DC BB Tourney 7:30am Required**

- 11 3/15-2/23 SPRING BREAK**
- 12 3/25 **SITE #3,4, 7; ORAL RPTS #17**  
3/27 **Assessments, Chapter 6 ORAL RPTS #16A, 16B**
- 13 4/1 IEP #3 DUE; ORAL RPTS #18, 11, 21; SITE VISIT #6, 12**  
4/3 **ORAL RPTS #13, 14, 9**
- 14 4/8 **IEP #3 DUE; Assign ROLE PLAY #2; ORAL RPTS # 23**  
4/10 **ORAL RPTS # 20; SITE VISIT #5,11,2**
- 15 4/15 **IEP #4 DUE; ORAL RPTS #25, 22; SITE VISIT # 8,9**  
4/17 **ROLE PLAY #2 – Main Gymnasium**  
4/22 **Final Projects Due**  
**4/21-24 FINAL EXAMS SENIORS SENIOR GRADES DUE 4/25**

## ADAPTIVE PHYSICAL EDUCATION COURSE ASSIGNMENTS

1. Each student will participate in a Role Playing Assignment **1) At Home** – Blind folded (absolutely no light should be present), for 4 hours minimum, dial a friend on the phone, get dressed/undressed without advance preparation, make a sandwich and pour something to drink, use the toilet, use the television during a drama and comedy program, move around in your environment—record your experience and any reaction, comments concerning the assignment. **2) During Class Time-** assignment to be discussed and implemented.
2. Written report concerning DC Special Olympics Basketball Tournament (Individual Skills Event) at Howard University. Assignment format provided for chapter and event separately.
3. Research an article and/or information concerning attitudes, role of athletics, physical education or new trends concerning special populations. Copy of article must be provided, importance/personal implication and a description of the article. **Due Date:**
4. Written report on 2 site visit observations; assignment of sites and format will be provided.
5. Oral presentation report on a specific disability; chapter assignment from textbook.
6. Develop an I.E.P. one hypothetical child based on impairment(s) researched in class.

113-01 Syllabus p.2

### GRADING & EVALUATION

			Points Earned
Role Playing Report – Home Assignment	<b>10</b>		_____
Class/Group Assignment	<b>15</b>		_____
Special Olympics Leader	<b>10</b>		_____
Special Olympics Volunteers (min. 10)	<b>10</b>		_____
Research Article	<b>10</b>		_____
2 Site Visits with Oral presentations 15 – 15	<b>30</b>		_____
Oral Presentation – assigned chapter	<b>10</b>		_____
I.E.P. (all steps completed on time)	<b>75</b>		_____
<b>MID TERM EXAMINATION</b>	<b>65</b>		_____
<b>QUIZZES</b>	<b>30</b>		_____
<b>TAKE HOME EXAM</b>	<b>30</b>		_____
<b>FINAL EXAMINATION</b>	<b>70</b>		_____
Class Participation & Attendance	<b>10</b>		_____
<b>Total</b>	<b>375</b>		

**District of Columbia Public Schools  
Weekly Standards- Based Lesson Plan Template**

**Week Of:** \_\_\_\_\_ **Subject:** \_\_\_\_\_  
**Time/Period:** \_\_\_\_\_

<b>Day/Date</b>	<b>1. Standard(s) For the Week</b>	<b>2. Introduction to Lessons</b>	<b>3. Goal(s)/ Expectation(s) for the Week</b>	<b>4. Guided Instruction &amp; Independent Practice/Study</b>	<b>5. Closure of Lesson</b>

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Intro to Research and Statistics**

**For questions 1-2:**

- a. Create an appropriate data set for the example given, with a minimum of 3 subjects per group. Include a difference column when appropriate. Include category columns when appropriate.**
- b. Indicate the appropriate analysis and clearly explain why you chose that analysis.**
- c. Include a summary table with group means from your data set and indicate which means are being compared in your analysis.**
- d. Assume all results are significant at  $p = 0.05$ , then carefully explain what that means. In addition, explain what, if any, further analysis would be done and why. (Hint: Post-hoc analysis)**
- e.**
  1. Give an example of a research problem where you would use the following analysis:
    - a. ANOVA for independent groups
    - b. ANOVA for repeated measures
  2. The research problem is to compare the effects of plyometrics on vertical jump improvement of 3 different groups of subjects. The 3 groups are volleyball players, swimmers, and basketball players.
  3. Discuss the role of variability in the determination of significant differences between groups. Include in the discussion the roles of SD, normal distribution, t-test, critical t, alpha level, and the number of subjects.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

## **Psychology of Sport**

1. Explain Bandura's Theory of Self-efficacy. Describe the 4 steps critical in helping an athlete develop self-efficacy and confidence.
2. Explain the Inverted U Theory. How is this theory different from the Drive Theory regarding athletic performance?
3. Discuss the instinct, reformulated frustration-aggression, and social learning theories of aggression. Which do you believe best explains behavior in sport and why?

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

### **Role of Sport in Society**

1. Define and differentiate between Sociology of Sport and Sociology.

2. Differentiate *socialization into sport* and *socialization via sport*.
3. Does sport affect politics more than politics affect sport? Discuss.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Organization and Administration of HPER**

1. What constitutes a formal group in an organization?
2. In a formal organization there must be a leader. What are the various roles of leadership and their functions?

3. Leadership cannot exist in a vacuum and must exist within the confines of a super-system. What are the components of a super-system and give an example.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Adapted Physical Education**

1. Describe in detail the goals of General Physical Education, Adapted Physical Education, and Sport Opportunities for People with Disabilities.
2. Historically trace the history of society's treatment and socialization of special populations from Primitive times to present. Discuss how legislation has or has not improved the lifestyle of persons with challenges.
3. What available information or documentation can you present indicating that persons with challenges will always face obstacles when inclusion is legislated? What suggestions can you provide that could possibly diminish the potential obstacles? (Provide at least 4 suggestions).

4. Discuss the ways programs such as Special Olympics and/or the Para-Olympic Games do or do not provide opportunities for all individuals with challenges. Be detailed in your response with a minimum of 5 key discussion points.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**History and Philosophy of Physical Education**

1. Describe the federal legislation that has mandated recreation, physical education, and competitive sport opportunities for disabled individuals.
2. How does sport participation and competition relate to the development of human values and moral behavior?
3. How do the five (5) traditional philosophies relate to curriculum, the teaching of fitness and sports skills, teaching methodology, and evaluation?

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER THE FOLLOWING QUESTION**

**Methods and Materials of Health Education**

You are the Coordinator of School Health Education for a local public school system. How would you explain to your staff the role of the National Health Education Standards, Performance Indicators and Learning Assessments in curriculum development? What specific health concerns should be addressed and why? Child development should be taken into consideration when planning health curriculum. What specific child development theories would be helpful in curriculum and program planning and why?

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Kinesiology**

1. Compare and contrast the concepts of Biomechanics and Kinesiology.
2. Identify two (2) basic methods of classifying joints. What distinctive characteristics separate each system? How can the classification system assist you in analyzing human movement?
3. Suppose a lever measures 17 cm from the effort to the fulcrum, and 11 cm from the resistance to the fulcrum.
  - a. Calculate its mechanical advantage
  - b. Would this lever produce more force or less than the force exerted on it?
  - c. Which of the three (3) classes of levers could not have these measurements?
  - d. Diagram and explain your responses.
4. In order to assess human movement, we need to understand the relationship between movement, structure, and force. With this in mind discuss the influence of physical activity on the biomechanical characteristics (Wolff's Law) of the skeletal system.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Human Physiology**

1. The cardiovascular system is structured in a certain way to facilitate its functions in the human body. In turn, regular exercise conditioning and training will induce certain structural changes in the cardiovascular system (heart and vessels). Discuss what you feel are the major structural changes induced in the cardiovascular system as a result of this so-called “training effect” on those structures. Include in discussion maximal C.O., maximal stroke volume, left ventricular wall thickness, maximal oxygen consumption ( $VO_{2Max}$ ), and resting heart rate.
2. Discuss the nine (9) steps that make up the Sliding-Filament Theory of muscle contraction.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Human Anatomy**

1. Within the central nervous system, the brain has functional areas that can actually be “mapped.” Discuss at least 3 functional areas of the brain in terms of their anatomical structural location. Select from vision, cardio-respiratory control, movement of the extremities, mood, and speech. Emphasis is on anatomical location.
2. The musculoskeletal system has several major functions in the human body. Specifically discuss 3 functions, and give an example of each. Select from:
  - a. Locomotion
  - b. Protection of internal organs
  - c. Postural support
  - d. Heat generation

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Exercise Physiology I**

1. Describe 3 predictive tests (one maximal and two submaximal) and one direct test for determining maximal aerobic capacity. Discuss the principles on which the predictive tests are based.
2. Explain why it is critical to know an individual's  $VO_{2max}$  before prescribing an aerobic exercise program. Prescribe aerobic exercise programs for groups with the following aerobic capacities: 30, 35, 40, 45, 50, 55, 60, 65, and 70 ml.
3. Diagram the responses of  $VCO_2$ ,  $V_E$ ,  $VO_2$ , heart rate (HR), cardiac output (CO), and lactate concentration during a progressive exercise test. Clearly label all axes, identify the anaerobic threshold (AT). Explain why each measurement behaved the way it did during the course of the progressive exercise test.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Exercise Physiology II**

1. Define and discuss the relative merits of the three types of strength training techniques: isometric, isotonic, and isokinetic. In your discussion, give an evaluation of which technique is best in your opinion and your reasons why. Also discuss Nautilus type equipment and what makes it different from standard isotonic equipment.
2. Define and discuss in great detail the concept of isokinetic exercise. Include in the discussion detailed explanations of the following key phrases and concepts related to isokinetic exercise: speed of movement; motivation; force curve; advantages of fast versus slow speed isokinetic exercise.

**Department of Health, Human Performance & Leisure Studies**

**Senior Comprehensive Examination**

**ANSWER ONE (1) OF THE FOLLOWING QUESTIONS**

**Human growth & Development**

1. Select a theorist from each of the following areas: cognitive, humanistic, and social learning. Compare and contrast the three theorists.
2. Describe problems that can occur in the cardiovascular system during aging and its implications for both longevity and the quality of life experienced by individuals.
3. Define and describe how each type of euthanasia is different.