Senior Seminar KIN 470.001

Department of Kinesiology and Health Science
KIN 470.001 Senior Seminar
Spring 2020

Instructor: Dr. Deborah Buswell
Office: HPE 228A
Office Phone: 936-468-1661
Alternate Contact: 936-468-3503(Department)
Course Website: Brightspace
Prerequisites: Senior standing

Course Time and Location: TTh 8:00-9:15, HPE 203
Office Hours: TWR – 11:00-12:00; TW – 1:00-2:00
Other times by appointment
Credits: 3
Email: buswelld@sfasu.edu
(Email direct to buswelld@sfasu.edu not Brightspace)

Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

I. Course Description & Purpose:
This course is designed to serve as a capstone experience for senior level kinesiology and school health majors. All previous coursework is integrated to summate the university experience and further prepare students for professional work in K-12 settings. The course will emphasize two major components: TExES Review and guidelines and case study analysis. The culminating experience of the course will be the TExES Qualifying Examination. Details will be provided in class. As a result, each of the TExES domains and competencies will be included in the course content. A semester exam will be given to assess your understanding of the competencies covered in the TExes Exam; you will need to achieve a score of at least 80% on this exam before a course grade is assigned. Failure to achieve this score will result in a grade of WH being assigned. Scoring 80% or better on the semester exam does not exempt a student from completing other assignments in order to pass the course. It is possible to receive an F in this course. Other relevant topics in physical education teacher education will also be discussed throughout the semester. This course contains several critical assignments including the semester exam, related to accountability and accreditation. Each student must have an active LiveText account in order for this assignment to be submitted. See information under required reading section for enrolling and accessing your LiveText account.

Course Justification - “Senior Seminar” (3 credits) typically meets 150 minutes of class time each week for 15 weeks, and also meets for a 2.5-hour final examination. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their content examination, as well as additional practice modules. Students are required to make a major class presentation in which they provide documentation to advocate for the profession of physical education, submit case study discussion questions and several short papers related to case study topics. Students reflect on personal/professional dispositions and develop action plans for change if necessary and submit their resumes for critique. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA's COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes: Program Specific
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Revised January 1, 2020
Student Learning Outcomes:
By the end of the course the student will:
1. Demonstrate an understanding of the TExES competencies and domains
2. Pass the semester examination (PLO #1, #2, #4, NASPE 1)
3. Demonstrate understanding of real world applications of kinesiology through the use of case studies (NASPE 6)
4. Demonstrate an understanding of how to advocate for the profession (NASPE 1)
5. Complete a resume that is of a high enough quality to submit for employment (NASPE 6)
6. Demonstrate dispositions essential to becoming effective professionals (NASPE 6)

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Students will complete TExES review and analysis – 100-150 points (SLOs 1 & 2)
2. Students will complete a semester exam - 80 points (SLOs 1 & 2)
3. Students will read case studies and submit written analysis - 75 -125 points (SLOs 3 & 4)
4. Students will participate in discussion of case studies and other issues/topics - 5 points/issue/topic (SLOs 3 & 4)
5. Students will complete an advocacy project - group presentation - 100 points (SLO 4)
6. Students will create a resume using "Optimal Resume" (http://sfasu.optimalresume.com) or another format, have resume available during presentation at career services, and submit resume to career services through Jobs4Jacks for feedback– 30-40 points (SLO 5)
7. Students will complete Daily Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. 80-100 points (SLOs 1, 3, 4, & 5)
8. Students will complete other reading assignments and/or activities as part of class or as homework throughout the semester @ 5-15 points each depending on expected amount of time to complete (SLOs 3 & 4)
9. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals. Failure to adhere to professional dispositions may prevent TCs from being eligible for clinical teaching. (NASPE 6) 60-75 points

Please see Appendices 1 & 2 for Content Specific Standards and for Alignment of Assignments with Standards Assessed in this Course

Instructional Strategies, use of Technology:
A variety of instructional methods are modeled during the course and include, but are not limited to the following:
1. Traditional Experiences such as lecture (using PowerPoint), class discussion and demonstration
   PowerPoint presentations and handouts are posted on Brightspace and it is highly recommended that these be printed out prior to class meetings
2. Clinical Experiences such as group work, cooperative activities, and lab exercises
3. Student presentations/evaluation of advocacy projects
4. Brightspace is also used for presentation of class quizzes and other assignments so be competent in using the system.

IV. Evaluation and Assessments (Grading):
Grade is based on the % of the total points assigned during the semester (approximately 1000 points). See Section III for points available for each assignment

A = 90 – 100% of point total
B = 80 – 89.9% of point total
C = 70 – 79.9% of point total
D = 60 – 69.9% of point total
F = below 60% of point total

All assignments, unless specified by the instructor, must be typed…..no work will be accepted unless it is typed
V. Tentative Course Outline/Calendar:

Week 1  Introduction, Preparation for TExES examination
Students will be introduced to the projects and expectations of the course
Preparation for TExES examination – Overview of the examination, group and individual analysis of questions, on-line practice questions

Week 2  Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions

Week 3  Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions
Tentative --- Resume Construction Workshop – Center for Career and Professional Development – Rusk Building, Room 333, Tuesday or Thursday, TBD 1/28 or 1/30  Assignment – bring a hardcopy of your current resume  Assignment – Create a Handshake account prior to the presentation
Career services presentation, development of resume

Week 4  Assignment - submit resume to career services for feedback. This MUST be submitted through your Handshake account 2/6 or 2/11

Weeks 5  Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions

Week 6  Semester Exam - TExES Examination Parts 1 & 2 – February 18th Tuesday & February 20th Thursday

Week 7  Feedback and analysis of results for TExES exam and begin Case Studies & other topic discussions

Week 8  Case Studies & other topic discussions
SPRING BREAK – MARCH 9 – 13, 2020

Week 9  Case Studies – March 20th – Teacher Job Fair – 9:30-12 HPE Complex Strongly Recommend Attending

Week 10  Introduce and began Development of Advocacy Project

Week 11  Case Study Preparation and Discussions – various case studies will be examined and discussed.
Complete case study homework assignments, discussion articles on Brightspace, in class discussions, work on Advocacy Project outside of class with your group.

Week 12  Continue Case Studies and advocacy project development – Easter Holiday – April 9th – NO CLASS

Week 13  Continue Case Studies and advocacy project development

Week 14  Continue Case Studies and advocacy project development

Week 15  Advocacy Project Presentations

Week 16  FINAL EXAM DAY – Tuesday, May 5, 2020, 8-10:30am – last chance for passing semester exam

The final exam will not be given early for any reason - so make sure that you or your family, do not make plans that necessitate you leaving prior to your exam.

VI. Required Text/Readings/Materials:

Access to Brightspace to download class lectures and handouts - recommend bringing them to class

Texas Examinations of Educator Standards Preparation Manual: 158 Physical Education EC-12. This is available from www.texas.ets.org/prepmaterials and should be printed out during the first week of class. We will go over how to locate this manual during the first week of class, there is a link on Brightspace. www.texas.ets.org/prepmaterials

Enrollment in LiveText
This course uses the LiveText/Watermark data management system to collect critical assessment for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Other readings as assigned by instructor – may be articles or internet readings

Revised January 1, 2020
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance and Preparation for Class:

SFA Attendance Policy (6.7) – Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories and other activities for which a student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.


Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Daily Application Tasks (DATs), completed during class cannot be made up. Test material comes from class – if you miss class you miss test materials. Students arriving after attendance is taken (and/or after their name has been called for roll) are responsible for notifying the instructor at the end of the class period or they will be marked absent. Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency. Students should contact the Office of Community Standards (room 315 Rusk Building, 936-468-2703) and provide documentation for excused absences. Documentation must be received within 2 class periods. Excuses need to have a beginning and ending date. It is the responsibility of the student to be aware of due dates for assignments announced in class and obtain class related information if absent. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip. For reporting purposes, a student who does not attend class and/or who does not show participation will be dropped from financial aid for that course.

There is a 10-point perfect attendance bonus at the end of the semester – no absences or tardies of any kind earns the bonus.
Students with Disabilities Policies (6.1 & 6.6)
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonesty Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals - a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Policy (5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service 6.140]. If students register for the same course in future semesters the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the “withheld” grade.

Student Code of Conduct Policy (10.4): Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA. Information regarding the Early Alert program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
**Code of Ethics for the Texas Educator:** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   • You enrolled or planning to enroll in an educator preparation program or
   • You are planning to take a certification exam for initial educator certification, and
   • You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

   Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.
Insurance:
This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Electronic Devices:
Cell phone use (including TEXTING) is not permitted during class. To prevent disruption of class due to cell phones, all cell phones must be turned to silent and placed out of sight and remain out of sight during class. Please remove any earpieces or Bluetooth devices during class. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Laptops and tablets may be used for NOTE TAKING ONLY, unless directed by the instructor for assignments during class. Use for any other purpose may result in the loss of the privilege to use the laptop during class at the discretion of the instructor. Use of other devices such as iWatches, phones or any other device of this kind is not permitted during class. Use of such devices during class may be disruptive to students and the instructor and shows a lack of respect on the part of the user. Students using electronic devices may be requested to leave the classroom. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

General Classroom Civility:
Students should be respectful of the instructor and other students during class time. Please do not interrupt your classmates or the instructor when they are speaking, and do not talk when someone else is talking. Students will not be allowed to read the newspaper, complete work from other classes, talk to their neighbors, sleep during class, text, or engage in other activities that are distracting to the instructor or other students. Any student found violating this code of conduct will be asked to leave the classroom and will be given an unexcused absence for the class period. Students engaging in such behaviors are not demonstrating the dispositions essential to becoming effective professionals (NASPE Standard 6). Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.

Exam Conduct:
• You may not wear sunglasses during an exam
• You will be asked to either remove your hat or turn it around backwards
• You must place all class materials out of sight in a backpack or under your desk
• Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
• No food or drinks will be allowed during exams - this includes water and gum
• Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
• All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
Appendix 1

Content Specific Standards for PETE Courses

TEExES Standards for Physical Education EC-12 (State Board for Educator Certification)

**Standard I:** The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills

**Standard II:** The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Standard III:** The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

**Standard IV:** The physical education uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

**Standard V:** The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

**Standard VI:** The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

**Standard VII:** The physical education teacher understands and uses formal and informal assessment to promote students’ physical, cognitive, social, and emotional development in physical education contexts.

**Standard VIII:** The physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others and seeks opportunities to grow professionally.

**Standard IX:** The physical education teacher collaborates with colleagues, parents/caregivers, and community agencies to support students’ growth and well-being.

**Standard X:** The physical education teacher understands the legal issues and responsibilities of physical education teachers in relations to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Initial Physical Education Teacher Education (2008) (NASPE)

**Standard 1: Scientific and Theoretical Knowledge:** Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

**Standard 2: Skill-Based and Fitness-Based Competence:** Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K-12 Standards.

**Standard 3: Planning and Implementation:** Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

**Standard 4: Instructional Delivery and Management:** Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

**Standard 5: Impact on Student Learning:** Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

**Standard 6: Professionalism:** Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Appendix 2
KIN 470 – Assessment/Assignment Standards Matrix

Links to additional standards can be found on the PCOE website.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>EC-12 Texas Phys Ed Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery Exam – pass TEExES practice exam at 80% or better</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.8k, 1.10k, 1.11k, 1.12k, 1.13k, 1.15k, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.7k, 2.8k, 2.9k, 2.10k, 2.11k, 2.12k, 2.14k, 2.15k, 3.4k, 3.5k, 4.1k, 4.2k, 4.3k, 5.1k, 5.2k, 5.3k, 5.4k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k, 7.1k, 7.2k, 7.3k, 7.4k, 10.1k, 10.2k, 10.3k, 10.4k</td>
<td>1d, 1f, 2h, 4j, 4k, 4l, 4m, 4n, 6j, 6k, 6l, 6n, 6p, 7g, 7h, 7i, 7j, 7k, 9j</td>
<td></td>
</tr>
<tr>
<td>Case Studies – develop written analysis or various case studies, participate in discussion of case studies during large and small group activities</td>
<td>6.4</td>
<td>2.5k, 3.1k, 3.2k, 3.6k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.14k, 3.15k, 8.1k, 8.2k, 8.3k, 8.4k, 8.3s</td>
<td>1a, 1b, 1c, 1d</td>
<td>3q, 3r</td>
<td></td>
</tr>
<tr>
<td>Advocacy Project – develop, present, and evaluate success of projects that advocate for physical activity in schools, community, and worksites.</td>
<td>1.4</td>
<td>2.5k, 3.7k, 3.8k, 3.10k, 3.11k, 3.12k, 3.14k, 6.1k, 6.2k, 6.7k, 6.8k, 8.1k, 8.2k, 8.3k, 8.4k, 8.3s</td>
<td>3a, 3b, 3c, 3d</td>
<td>5j</td>
<td></td>
</tr>
<tr>
<td>Resume – develop application ready resume through career services, assessment of feedback to improve product.</td>
<td>6.4</td>
<td></td>
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<tr>
<td>Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TC's demonstrate dispositions essential to becoming effective professionals.</td>
<td>6.1, 6.2, 6.3, 6.4</td>
<td>1.1, 1.3, 4.2</td>
<td>8.1k, 8.2k, 8.3k, 8.4k, 8.3s</td>
<td>3d, 4c</td>
<td>21, 9a, 9m, 9n, 9o</td>
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