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 summarize 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. Culminating experiences in the course include the TExES Qualifying Examination and the Advocacy Project. 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.

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 be prepared to pass state/national accredited certifications.
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 demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
4. The student will apply content and foundational knowledge to plan developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
5. The student will apply content and foundational knowledge to implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.

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6. The student will select and implement appropriate assessments to monitor P-12 students’ progress and guide decision making related to instruction and learning.

**Student Learning Outcomes:**
Upon completion of the course the student will be able to:

1. Demonstrate an understanding of the TExES competencies and domains (PLO #1, 3)
2. Pass the semester examination (PLO #1, 3)
3. Demonstrate understanding of real-world applications of kinesiology through the use of practical application and case studies (PLO #1, 3, 6)
4. Demonstrate an understanding of how to advocate for the profession (PLO #4, 5)
5. Complete a resume that is of a high enough quality to submit for employment (PLO #5)
6. Demonstrate dispositions essential to becoming effective professionals (PLO #5)

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Students will complete TExES review and analysis – 350 - 400 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 – 100-125 points (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 for feedback – 30-40 points (SLO 5)
7. Students will complete Daily or Weekly Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation and are done during class times or throughout the week and are assigned a point value - these activities, when done as part of the scheduled meeting times cannot be made up and unless noted on the schedule are not generally announced ahead of time. DATs may also be assigned to be completed asynchronously between class periods to enhance various instructional components of the course as preparation or reflection of concepts. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. These DATs may be part of the assignment categories listed above or may be stand-alone assignments 100-200 points (SLOs 1, 3, 4, & 5)
8. Professional Dispositions – A combination of teacher and self-assessments will be used to determine the extent to which teacher candidates (TCs) demonstrate dispositions essential to becoming effective professionals. Failure to adhere to professional dispositions may prevent TCs from being eligible for clinical teaching. (PLO #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
   When voiced over PowerPoint presentations and handouts are posted on Brightspace it is highly recommended that these be watched and notes taken prior to class meetings. There are PowerPoint notes that go with each set of presentations and it is suggested that you take notes as you watch/listen to the presentations.
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, discussions, submission of assignments, etc. It is important that you are competent in using the system.
5. Reflective assignments for assessment of teaching experiences for edTPA preparation

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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. All work at the current time will be submitted through Brightspace/D2L.

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

Week 4  Preparation for TExES examination - group and individual analysis of questions, in class practice questions, on-line practice questions

Week 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 Prep - Parts 1 & 2 – February 20th Tuesday & February 22nd Thursday

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

Week 8  Case Study Preparation and Discussions – various case studies will be examined and discussed.
         Complete case study homework assignments, discussion articles on Brightspace and F2F discussions

Week 9  Case Study Preparation and Discussions & edTPA assignments

Week 10 Case Study Preparation and Discussions & edTPA assignments

Week 11 Introduce and began Development of Advocacy Projects, edTPA assignments

Week 12 Case Study Preparation and Discussions & edTPA assignments

Week 13 Case Study Preparation and Discussions & edTPA assignments

Week 14 Case Study Preparation and Discussions, Advocacy Project preparation, edTPA assignments

Week 15 Advocacy Project presentations –

Week 16 FINAL EXAM DAY – Tuesday, May 7th 8-10am last chance for passing semester exam

VI. Recommended Text/Readings/Materials:

ISBN 9781492596134  See below for purchase of this digital content – there is no hardcopy version of this text

https://us.humankinetics.com/products/physical-education-edtpa-online-preparation-guide?_pos=1&_sid=1918fe9c6&_ss=r

This digital text may be used in other courses throughout the PETE program – you ONLY have to purchase it ONCE!

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 part of this document should be available, either electronically or in print copy, for adding personal notations for assignment submission. 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

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Access to www.certifyteacher.com – this website may be used for partial fulfillment of the REQUIRED clearance for the Physical Education EC-12 TExES examination and remediation for students who need additional preparation. The maximum purchase price for access is $80 (Spring 2024), however we have been able to use a promotion code that has reduced that by more than half so DO NOT purchase this ahead of time. THIS IS NOT YOUR STATE CERTIFICATION EXAM. THIS IS A PRACTICE WEBSITE!

QClassroom Support: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

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

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. 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 (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Full text of polices can be found at the associated links provided below

Institutional Absences, Class Attendance and Preparation for Class

Institutional Absences (HOP 04-110)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Class Attendance and Preparation for Class

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (even for institutional absences) – 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.

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.

Active participation is expected and required of all professionals, therefore your participation in discussion and involvement or lack of involvement in assignments, may affect your final grade. Weekly Application Tasks, completed during a specified week

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cannot be made up once a due date is past. Exam material comes from class content, discussions, articles, videos, readings – if you fail to do assignments or participate in discussions you may not be prepared for the exams.

It is the responsibility of the student to be aware of due dates for assignments announced on Brightspace. It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for Institutional Absences. 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.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**https://www.sfasu.edu/docs/hops/04-106.pdf**

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

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.

**Academic Accommodation for Students with Disabilities (HOP policy 04-101)**

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 promptly may delay your accommodations.

For additional information, visit 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.

**Students Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

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If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free and all of them are confidential.

***Other SFA Policy Information is found in the - Handbook of Operating Procedures (HOP)***

IX. Resources

On-Campus Resources

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) 936.468.2401

SFASU Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services Room 202 936-468-1041

The Health and Wellness Hub “The Hub”
Location: Corner of E. College and Raguet Street

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources
Burke 24-Hour crisis line 1(800) 392-8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
X. **Additional Information Specific to Educator Preparation**

**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.

Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

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.

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. 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, contact the Office of Assessment and Accountability 936-468-1282 or edprep@sfasu.edu.**
IX. Other Relevant Course Information

Electronic Devices:
**Cell phone** use may be required as part of the course interactions or tasks when practicing the use of digital technology. However, this is not intended as permission to utilize your phone for non-class related tasks while in the classroom. Including texting, web browsing, checking emails or assignments for other courses, etc. To prevent disruption of class and a distraction to your learning, if you are not using your cell phone for a class related activity, place it out of sight and remove the distraction. **Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may be prevented from clinical teaching.**

**Laptops and tablets** may be an important tool for notetaking, and like the cell phone may be an important tool for the interactions or tasks required in the 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. Note that use of electronic devices in ways that are disruptive to the learning environment effects more than just the user. Disruption of the learning environment may cause the student to be removed from 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 (SHAPE 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

TExES 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 relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

National Standards for Physical Education Teacher Education, 4th edition (2017, SHAPE)*
Standard 1: Content and Foundational Knowledge: Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
Standard 2: Skillfulness and Health-Related Fitness: Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
Standard 3: Planning and Implementation: Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
Standard 4: Instructional Delivery and Management: Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning.
Standard 5: Assessment of Student Learning: Physical education candidates select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.
Standard 6: Professional Responsibility: Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

*SHAPE Standards have been adopted as the Program Learning Outcomes in the Physical Education Teacher Education Program.
## Appendix 2
### KINE 4370 – Assessment/Assignment Standards Matrix

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

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<tbody>
<tr>
<td>Mastery Exam – pass TEExES practice exam at 80% or better</td>
<td>1.a, 1.b, 1.c, 1.d, 1.e</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, 1.15k, 1.21k, 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>
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| Case Studies – develop written analysis or various case studies, participate in discussion of case studies during large and small group activities | 6.4 | 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 | 3a, 3q, 3r |

| Advocacy Project – develop, present, and evaluate success of projects that advocate for physical activity in schools, community, and worksites. | 1.a, 1.b, 3.a, 3.b, 6.c | 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 | 3a, 3b, 3c, 3d, 4a, 4b, 4d |

| Resume – develop application ready resume through career services, assessment of feedback to improve product | 6.a | 8.1k, 8.2k, 8.3k, 8.4k, 8.3s | 4a |

| Professional Dispositions – A combination of teacher and self-assessments that will be used to determine the extent to which TCs demonstrate dispositions essential to becoming effective professionals | 6.a | 1.1, 1.3, 4.2 | 3c, 6a, 21, 9a, 9m, 9n, 9o |

| edTPA – develop written analysis /reflections, participate in discussions of performance and student learning activities | 5.c, 6.a | 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 | 1a, 7a, 7c, 3q, 3r |