

Rhode Island College
Elementary Education Undergraduate Program Review

Section IV Evidence for Meeting Standards

Assessment 6: Additional Assessment that Addresses ACEI Standards

Program Requirements

1. **HED/PED 346: Methods and Materials in Elementary School Health Education & Physical Education – Assessment Artifact**
 2. ARTE 340: Methods and Materials in Art Education - Artwork, Reflection, and Plan for Arts Integration in Future Teaching – Portfolio Artifact
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Program Requirement 1 – HED/PED 346: Methods and Materials in Elementary School Health Education & Physical Education – Assessment Artifact

Brief Description of the Assessment

Teacher candidates enrolled in either HED 346 or PED 346, both courses share the name Methods and Materials in Elementary School Health Education & Physical Education, are required to create games that include at least one of the seven Rhode Island Health Education Content Areas. The artifact is multifaceted – teacher candidates not only create original games but also write papers that describe and evaluate the games and present to their peers in class. Each teacher candidate has approximately 15 minutes to present the game, give directions and engage their peers in game play.

This artifact assesses the ways teacher candidates demonstrate competence in the knowledge of the ways they "understand how students can develop and practice skills that contribute to good health and use physical activity to foster active, healthy lifestyles."

Alignment with ACEI Standards

Candidates are expected to demonstrate competence in Health and Physical Education as they use concepts from their coursework and the Rhode Island Health Education Content Areas to create developmentally appropriate games for elementary students (ACEI 2.6 and 2.7). They create games that bring together components of health and physical education, consider the classroom environment/space, use strategies that promote student engagement and movement and incorporate modifications for students with disabilities (ACEI 3.2 and 3.4).

Analysis of the Data Findings

The data collected for the Assessment Artifact is the result of using a holistic model for scoring. Each component of the rubric is scored separately then the instructor makes decisions about the overall score as it relates to the teacher candidates' proficiency – Exceeds, Meets, Approaches and Below. In the Spring 2010, Fall 2009 and Spring 2009 semesters the majority of teacher candidates earned Exceed Proficiency ratings.

The Spring 2010 data shows that 68% of the teacher candidates earned Exceeds ratings; Fall 2009 data shows that 56% earned the Exceeds ratings and the Spring 2009 data shows that 73% of the teacher candidates earned the Exceeds ratings. In these three semesters the data also shows that four teacher candidates submitted artifacts considered to Approach Proficiency and in all four instances the artifacts were revised to Meet the Proficiency rating of this artifact.

Interpretation of How the Data Provides Evidence for Meeting Standards

The Assessment Artifact has five components of assessment: Game Directions, Materials, Group Organization, Health Content Areas and Physical Activity. Earning either Exceeds or Meets Proficiency ratings on this Physical and Health Education Assessment Artifact provide evidence that teacher candidates learned that there are Health Education Content Areas, and that candidates are successful in their abilities to organize and plan games that incorporate these content areas. It also provides evidence of teacher candidates' abilities to modify games to meet the needs of students with disabilities (ACEI 2.6, 2.7, 3.2 and 3.4).

Assessment Documentation

You will develop, present, and evaluate a developmentally appropriate original game for physical education, which includes a health component from one of the Rhode Island Health Education Content Areas (e.g. personal health, nutrition).

You may use your text as a guide. Prepare a **1-2 page** typed paper that includes the components listed below. Additionally, you will give a short (e.g., 10-15 minute) presentation to the class in which you will explain the activity and have your classmates actually play the game. Plan your time accordingly. **Assessment tool follows this section.**

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Meets or Exceeds Proficiency. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Meets or Exceeds Proficiency artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exceeds Proficiency, Meets Proficiency, Approaches Proficiency, Below Proficiency and NA. The NA denotes the number of teacher candidates who took this course before the implementation of this artifact (Fall 2006 Semester). The Revised column lists the number of teacher candidates who revised the artifact after receiving Approaches or Below and upon revision earned a Meets rating. The Meets column is the total number of teacher candidates who scored a Meets rating, including those who revised their artifacts.

Program Requirement 1 – HED/PED 346: Methods and Materials in Elementary School Health Education & Physical Education – Assessment Artifact

	Assessment Artifact					
	Number scored at each rating level.					
	Exceeds Proficiency	Meets Proficiency	Approaches Proficiency	Below Proficiency	Revised	NA
Spring 2010 n = 57	39	14	3	0	3	4
Fall 2009 n = 81	45	27	1	0	1	9
Spring 2009 n = 49	36	6	0	0	0	7

PREPARING TO TEACH PORTFOLIO
 Health Education – Physical Education
 Assessment Artifact

GETTING READY

The purpose of this artifact is for you to demonstrate competency in specific standards developed by The Association of Childhood Education International (ACEI).

Standard 2 – Curriculum: Health Education and Physical Education

2.6. Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7. Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

You will create and administer an activity that demonstrates how well you understand how students can develop and practice skills that contribute to good health and use physical activity to foster active, healthy lifestyles. Review The Seven Rhode Island Health Education Content Areas below.

The Seven Rhode Island Health Education Content Areas*	
Content Area	Subtopics: (Including, but not limited to)
<i>Personal Health & Fitness</i>	Personal appearance & grooming, the senses & body systems, dental health, physical activity & exercise, relaxation & sleep
<i>Sexuality & Family Life</i>	Types of families, relationships, puberty, human reproductive systems, gender development
<i>Substance Use & Abuse</i>	Gateway drugs (tobacco, alcohol, marijuana), inhalant abuse, alcoholism in the family, medicine safety, effects of drugs on the body
<i>Prevention & Control of Disease</i>	Personal Hygiene, handwashing, communicable disease, chronic disease, asthma, diabetes, healthy hearts, skin cancer
<i>Nutrition</i>	Sources of food, variety, balance & moderation, healthy eating guides (such as mypyramid.gov), food labels, healthy breakfasts, healthy snacks
<i>Injury Prevention</i>	Child assault prevention, first aid, bicycle safety, fire safety, water safety
<i>Mental & Emotional Health</i>	Stress management, characteristics of emotionally healthy children, self-esteem, effective communication, anger management, dealing with loss
<p><i>Noteworthy:</i> Keep in mind that many subtopics may overlap into more than one content area. For example, effective communication can be an integral part of a mental & emotional health unit as well as an important piece of family life unit. Review the Rhode Island Comprehensive Health Education Instructional Outcomes for more information. This document can be retrieved electronically by visiting http://www.ridoe.net/standards/frameworks/health/</p>	
<p>*The National Health Education Framework organizes content in 10 areas rather than 7. The additional areas include Consumer Health, Community Health, and Environmental Health. In the Rhode Island document, the content from these areas is folded into other areas and related skills taught as students move towards mastery of the standards.</p>	

THE PRODUCT

You will develop, present, and evaluate a developmentally appropriate original game for physical education, which includes a health component from one of the Rhode Island Health Education Content Areas (e.g. personal health, nutrition).

You may use your text as a guide. Prepare a **1-2 page** typed paper that includes the components listed below. Additionally, you will give a short (e.g., 10-15 minute) presentation to the class in which you will explain the activity and have your classmates actually play the game. Plan your time accordingly.

1. Name of the Game
2. Grade Level
3. Health Education Content Area – identify the specific subtopic
4. Equipment – be specific
5. Area/Space Needs/Organizational Pattern
6. Number of Participants (minimum.- maximum)
7. Skills (Loco-motor Movements like skipping, or Manipulative Movements like striking, etc.)
8. Description of the Game
9. Teaching Suggestions
10. Modifications for a child with a disability
11. Other academic area of integration
12. References – include two in addition to your text and The Seven Rhode Island Health Education Content Areas

GRADING RUBRIC

The written portion of this artifact along with the graded descriptive rubric needs to be included in your Preparing To Teach Portfolio. In order to assess your ability to meet the ACEI Health Education and Physical Education Standards, your assignment will be graded holistically using one of four descriptors:

Exceeds Proficiency

Meets Proficiency

Approaching Proficiency

Below Proficiency

Scores of Exceeds and Meets Proficiency are acceptable rubric scores.

If any part of your assignment does not meet or exceed proficiency, then the assignment is unacceptable to include in your Preparing To Teach Portfolio.

Individual instructors of the course will also assign a course grade to this assignment.

PREPARING TO TEACH PORTFOLIO
Health Education – Physical Education
Assessment Artifact

Name _____

Date _____

	Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Below Proficiency
Game Directions	Very clearly stated, complete and in a logical sequence.	Minimal clarification needed and major components described.	Some parts of the description unclear or confusing and missing more than one of twelve components.	Missing two of more of the necessary components
Materials	Creative, durable, ample amount and safe for the activity.	Ample amount, appropriate and safe for the activity .	May be inappropriate for the activity.	Inappropriate materials for grade level.
Group Organization	Method was creative and time saving. Appropriate for the purpose of the activity.	Adequate for purpose of the activity and achieved appropriate group size.	Confusing and did not save time. Easy for students to take advantage of situation.	Creates a dangerous/unsafe situation
Health Content Area	Completely entrenched integration of the health component and has major emphasis throughout the activity. Meaningful inclusion of other academic area of integration.	Sufficient integration of the health component and has moderate emphasis throughout the activity.	Superficial integration of the health component and has minimal emphasis throughout the activity.	No health component integration
Physical Activity	Developmentally appropriate physical activity of at least moderate intensity, which integrates movement into the game.	Developmentally appropriate physical activity, which integrates movement into the game.	Lacks the necessary physical activity to integrate movement into the game.	Physical activity is not developmentally appropriate or lacks appropriate intensity.

Overall Rubric Score Exceeds Proficiency _____ Meets Proficiency _____ Approaching Proficiency _____ Below Proficiency _____

Instructor's Signature _____