

Program Report for the Initial Preparation of Physical Education Teachers  
Option A American Alliance for Health, Physical Education, Recreation, & Dance/National Association for Sport and Physical Education (NASPE) (2008 Standards)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

**COVER SHEET**

**1. Institution Name**

Rhode Island College

**2. City/State**

Providence, Rhode Island

**3. Date submitted**

MM DD YYYY

09 / 15 / 2010

**4. Report Compiler's Information:**

Name:

Robin Kirkwood Auld

Phone:

Ext.

(401) 456-8880

E-mail:

rauld@ric.edu

**5. NCATE Coordinator's Information:**

Name:

Alexander Sidorkin

Phone:

Ext.

(401) 456-8110

E-mail:

asidorkin@ric.edu

**6. Name of institution's program**

Physical Education Program

**7. NCATE Category**

Physical Education-First Teaching License

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

K-12

(1) e.g. K-6, K-12, 7-12

**9. Program Type**

First teaching license

**10. Degree**

Baccalaureate

Post Baccalaureate

Master's, initial certification

**11. Is this program offered at more than one site?**

Yes

No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Special Subjects - Physical Education

**14. Program report status:**

First Submission for review

Response to National Recognition With Conditions

Response to One of the Following Decisions: Further Development Required or Recognition with Probation

**15. State Licensure requirement for national recognition:**

If using Praxis as your state licensure exam for PETE, the appropriate, preferred form is Praxis 0091, Physical Education Content Exam. If your state requires the combined Health and Physical Education Praxis exam, that will be acceptable.

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 IV. Does your state require such a test?

jn Yes

jn No

## SECTION I - CONTEXT

### 1. Description of any state or institutional policies that may influence the application of AAHPERD/NASPE standards. (Response limited to 4,000 characters)

The B.S. in Physical Education program at Rhode Island College is located in the Feinstein School of Education and Human Development (FSEHD). Rhode Island College (RIC) is a public institution, one of three in Rhode Island: The University of Rhode Island, Community College of Rhode Island and RIC. RIC was established in 1854 as the Rhode Island State Normal School with the goal of providing teacher preparation. Later it became a full-fledged teachers' college, the Rhode Island College of Education. In 1958, the college was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education. With an enrollment predominantly from Rhode Island and nearby Massachusetts and Connecticut, the college has served as a "College of Opportunity" for first-generation college students and now serves approximately 9,000 students. Academic offerings are provided in five schools: the FSEHD, the faculty of Arts and Sciences, the School of Management, the School of Nursing, and the School of Social Work. RIC is accredited by the New England Association of Schools and Colleges (NEASC) and the FSEHD by NCATE.

Teacher Candidates (TC) apply to the FSEHD by completing an admissions portfolio. The Portfolio includes the following artifacts: B- or better in PED 140: Introduction to Movement Sciences and PED 243: Foundations of Movement; passing score on the Praxis I – Pre-Professional Skills Tests (Math: 175; Reading: 175; Writing: 173); Technology requirement (C or better in INST 251: Introduction to Emerging Technologies or by passing the Technology Competency Test); B or better in Writing 100; positive recommendations from the cooperating teacher and instructor of FNED 346: Foundations of Education while the TC completes 25 hours of tutoring children in a school setting as well as a final grade of B- or better for the course .

TC must maintain a 2.5 Grade Point Average after being accepted into the FSEHD. In addition, Physical Education TC must earn a B- as a minimal grade in all program required courses. At the conclusion of all required courses, TC must submit a Preparing to Teach Portfolio, which is reviewed by a committee of department faculty and external constituents (Cooperating Teachers and FSEHD Deans). The artifacts for the portfolio consist of: passing score (167) on the Praxis II: Principles of Learning and Teaching Test; 2.5 G.P.A.; Candidate Disposition Self-Evaluation; Supervising Faculty Disposition form; Reflective Narrative; unit plan; lesson plan; assessment artifacts. The unit plan, lesson plan and assessment artifacts are assignments found in the three practicum courses.

The HPE Department has additional requirements which include: passing score (154) on the Praxis II: Physical Education Content Test ; Professional Development Points status report; minimal grade status report; swim competency; current First Aid and CPR cards; Classroom Management artifact (a video analysis from PED 302: Practicum in Team Activities); Special Education artifact.

At the conclusion of student teaching the TC must complete and pass the Teacher Candidate Work Sample (TCWS). This is a FSEHD requirement for all education majors; its purpose is for TC to design a TCWS centered on an instructional unit that provides evidence of their ability to facilitate student learning. The work sample includes: Contextual Analysis, Designing Instruction, Assessment of Student Learning, Self-Evaluation and Reflection. The processes of the TCWS fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity and Professionalism. As a reflective practitioner, the teacher candidate also plans, acts and reflects to inform practice.

After successful student teaching and earning a degree, TC apply to the Rhode Island Department of Education for a teacher's license. The Rhode Island teacher license certifies physical education TC's to teach Pre-Kindergarten through twelfth grade.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)**

Teacher Candidates (TC) are provided opportunities in many program courses to extend learning and apply theory or teaching strategies beyond the college classroom. Early in the program, in PED 206: Fundamental Movement and its Analysis (motor development) and PED 243: Foundation of Movement (motor learning) TC work with elementary school children from Henry Barnard School (RIC's Laboratory School) to evaluate fundamental skills and develop cue words to help children attain more efficient motor patterns for a minimum of 4 hours. In PED 301: Principles of Teaching Activity, K-8th grade children from a nearby school come to RIC to take part in six to eight two hour long sessions where TC teach a 10 minute activity to a small group (8-10 children) as they rotate to stations. During each session TC teach the activities using a different teaching style (e.g. task, problem solving, conceptual) after it is discussed in class. In PED 323: Experiential Education, TC prepare and implement lessons for 5th-12th graders with problem solving initiatives to gain experience in using the indirect teaching style, developing children's critical thinking and posing in depth questioning techniques for a minimum of 6 hours.

TC are required to take three practicum courses in sequence. Each practicum (team activities, rhythmical activity and dance, and individual/dual activity) has a different emphasis where TC get first hand experience with preparing developmentally appropriate activity and modifying activity to fit the needs of the children. Each practicum includes two teaching experiences: One at the elementary level where TC teach 6 lessons (6 hours) to an intact physical education class in a public school. The second experience is the same in length (6 hours) but at the secondary school level. TC are required to observe the classes they will be teaching prior to their first lesson and must observe then provide feedback to at least two peers during each placement for an additional 6 hours in the schools. The Cooperating Teacher observes each lesson, completes a daily evaluation form and provides feedback to the TC after each lesson. The College Supervisor observes selected lessons, completes lesson evaluations and conferences with the TC at the conclusion of each lesson.

PED 302: Practicum in Team Activities emphasizes teaching using the Tactical Games Model (lessons based on solving tactical problems), which is a conceptual approach to teaching physical activity. TC gain experience in planning and executing an indirect teaching style, classroom management and in-depth questioning technique.

PED 413: Creative Rhythms and Dance emphasizes both the indirect (movement education) and direct style (choreographed dance) of teaching. This practicum focuses on unit planning and assessment.

PED 414: Practicum in Individual and Dual Activities emphasizes teaching using the direct style of teaching (practice/task style). This practicum focuses on lesson planning, providing appropriate feedback and developing stations for maximal participation.

The Cooperating Teacher and TC confer to decide what activity/theme will be taught at each placement. Cooperating Teachers must have at least three years of teaching experience and must complete a Cooperating Teacher's Workshop in order to work with a TC. Cooperating Teachers are screened by a Physical Education Faculty member who observes the cooperating teacher at unannounced times to

ensure their philosophy matches that of the physical education department.

PED 426: Student Teaching in Physical Education requires TC to complete two 8 week assignments (elementary and secondary), consisting of five full days per week. TC are expected to participate in programs offered outside the normal instructional program (e.g. noon-hour activity programs, after school activities). They are required to participate in special events in the school program, in meetings and in other activities which the school community is involved. Daily supervision is provided by the Cooperating Teacher at the clinical site. College supervision is provided by a Physical Education Faculty member who makes 2-3 visits per assignment (total visits 4-6). The Cooperating Teacher completes a midterm and final evaluation while the Supervising Professor evaluates the TC on each visit made. The assessment tool used is a common assessment used by the Feinstein School of Education and Human Development (FSEHD).

A file card is kept on each practicum and student teaching placement to ensure each TC has teaching opportunities in the inner city, suburban and rural communities as well as a wide range of grade levels. It is the goal of the department to secure practicum and student teaching placements that provide the TC practice in teaching intact classes for the majority of the PK-12 grade levels. A file card for each TC is given to the current practicum instructor, prior to the scheduling of placements, to aid in providing diverse experiences.

TC have the option to complete a Specialization in Adapted Physical Education. This is a not a requirement of the department to graduate but a way for TC to set themselves apart from other TC. The specialization is a “mini” student teaching in adapted physical education. In order for a TC to be eligible for the specialization, TC must earn a B or better in PED 409: Adapted Physical Education; PED 415: Individualized Physical Education for Populations with Disabilities; PED 302: Practicum in Team Activities; PED 413: Creative Rhythms and Dance; PED 414: Practicum in Individual and Dual Activities; SPED 525: Development of Communication and Movement, and a B- IN SPED 300: Introduction to the Characteristics and Education of Youth with Disabilities.

Once these requirements are met the TC will be provided a three week teaching placement with a full time adapted physical education teaching in the public schools. During the placement the TC is required to complete the following criteria: 1. Develop goals and objectives for two IEP’s; 2. Attend a minimum of two IEP meetings; 3. Work with a minimum of 6 different disabilities; 4. Administer and complete the scoring page of a minimum of four different APE assessments. Upon completion of the mini teaching placement the TC earns a separate line on his/her transcript stating she/he completed the specialization in adapted physical education. At that point the TC is ready to apply to RIDE for his/her adapted physical education endorsement.

**3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

PED Course Catalog	PE Major Status Report for Advisor
Recommended Sequence of PED Courses	

See **Attachments** panel below.

**4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the**

content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Fitnessgram Test Administration
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See **Attachments** panel below.

### 5. 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, master's initial licensure) 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.**

Program: Physical Education		
Due to our Fall 2010 submission date using the 2008 NASPE Standards we have provided one semester of data for all assessments as directed by NASPE guidelines.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2009-2010	58	18
2008-2009	56	20
2007-2008	54	20

(2) 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.

### 6. 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	Arruda, Louis
Highest Degree, Field, & University <sup>(3)</sup>	B.S. Recreation Management, Springfield College, Springfield, MA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 109: Beginning Swim PED 124: Intermediate Swim
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	ASHI certified CPR/AED, Oxygen Administration Instructor YMCA and American Red Cross Lifeguard Instructor Certified Pool Instructor
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Auld, Robin Kirkwood
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. in Education 2006, URI/RIC Joint Ph.D. Program
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Faculty Undergraduate Physical Education Coordinator
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Auld, R.K. (2009). Developing Savvy Off-the-Ball Players.. In T. Hopper, J. Butler, & B. Storey Eds. Teaching Games for Understanding Simply Good Pedagogy: Understanding a Complex Challenge. CAHPERD. Auld, R.K., Cvornyek, R., Lombardo, B., & Tunncliffe, K. (2008). Pawtucket Red Sox/Rhode Island College Curriculum Guide. Coordinator of School Celebration Days at McCoy Stadium (Pawtucket Red Sox) Integrating Baseball and Academic Subjects
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Practicum Supervision PED 302: Practicum in Team Activities Rhode Island K-12 Physical Education Lifetime License Massachusetts K-12 Health and Physical Education Lifetime License 1982-1992 K-12 Physical Education Teacher and Coach Lincoln School Providence, RI 1992-1998 K-6 Physical Education Teacher Henry Barnard School Providence, RI

Faculty Member Name	Cantarella, Carlo
Highest Degree, Field, & University <sup>(3)</sup>	Master of Science: Exercise Physiology - Specialization in Athletic Training University of Florida, Gainesville, FL.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty, PED 205: Personal Fitness
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Established educational outreach to area high school athletic programs

Faculty Member Name	Johnson, Kathleen
Highest Degree, Field, & University <sup>(3)</sup>	M.E.D. Master of Education 2000, Cambridge College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Faculty
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Summer School Physical Education Teacher Worcester Public Schools In-Service training on fitness for children for Worcester public school physical education teachers

Teaching or other professional experience in P-12 schools <sup>(9)</sup>	PK-6 Physical Education Teacher: Quinsigamond Elementary School, Worcester, Massachusetts K-5 Physical Education and Adaptive Physical Education Teacher Grafton Elementary School, Grafton, Massachusetts Practicum Supervisor, PED 413: Rhythmic Activity and Dance Massachusetts K-12 Physical Education State License
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Faculty Member Name	Lombardo, Bennett
Highest Degree, Field, & University <sup>(3)</sup>	Ed.D., Movement, Health, and Leisure Studies, 1979 Boston University
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Faculty
Faculty Rank <sup>(5)</sup>	Full Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Kidman, L., Lombardo, B. (2010). Athlete-Centred Coaching: Developing Decision Makers. Reviewer for JOPERD and Strategies Auld, R.K., Cvornyek, R., Lombardo, B., & Tunnicliffe, K. (2008). Pawtucket Red Sox/Rhode Island College Curriculum Guide.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Student Teacher Supervision Rhode Island K-12 Health and Physical Education License New York State K-12 Health and Physical Education License 1968-1972 Physical Education Teacher and Coach, East Williston Public Schools, E. Willison, New York

Faculty Member Name	McCoombs, Gary
Highest Degree, Field, & University <sup>(3)</sup>	Masters Degree in Elementary Administration, Providence College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 346: Methods and Materials in Elementary Health and Physical Education
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	RIAPERD past President
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Physical Education Teacher Elementary and Middle School in Warwick, RI. RI Principal Certification Rhode Island K-12 Health and Physical Education Teacher License

Faculty Member Name	Miller, Thomas
Highest Degree, Field, & University <sup>(3)</sup>	Bachelor Degree, General Studies, Rhode Island College, Providence, RI.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 132: Educational Gymnastics
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in	



Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Owner of the Miller Gymnastics School, West Warwick, RI.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Pelto, Wendy
Highest Degree, Field, & University <sup>(3)</sup>	Master of Science in Physical Education - Specialization in Athletic Training Indiana State University, IN.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 411: Kinesiology
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Assistant Professor of Physical Education at the Community College of Rhode Island Certified Strength and Conditioning Specialist Personal Trainer
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Pepin, Kristen
Highest Degree, Field, & University <sup>(3)</sup>	Bachelor of Science Degree Physical Education, Rhode Island College, Providence, RI. Bachelor of Science Degree Health Education, Rhode Island College, Providence, RI.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 243: Foundations of Movement
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Kappa Delta Pi Member NASPE Major of the Year - 2006 Faculty Award for Health and Physical Education - Rhode Island College - Outstanding Senior
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	General Education - Substitute Teacher Canandaigua and Waterloo, NY. General Education, Health and Physical Education - Substitute Teacher Woonsocket, RI. Coach at Recreational Gymnastics School - Eagle Gymnastics - Canandaigua, NY and Ocean State School of Gymnastics Rhode Island K-12 Health Education and Physical Education Teacher License

Faculty Member Name	Santosuosso, Cathy
Highest Degree, Field, & University <sup>(3)</sup>	Ph. D. (ABD) in Education: Sport, Leisure and Exercise Science - Pediatric Exercise Science Specialization University of Connecticut, Storrs, CT.
Assignment: Indicate the role	Physical Education Adjunct Faculty

of the faculty member <sup>(4)</sup>	
Faculty Rank <sup>(5)</sup>	Instructor PED 346: Methods and Materials of Health and Physical Education
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Physical Education and Health Education Teacher K-5, Captain Isaac Paine Elementary School, Foster, RI. Cooperating Teacher for Rhode Island College Physical Education and Health Education Major - Practicum and Student Teaching. Rhode Island K-12 Health and Physical Education Teacher License

Faculty Member Name	Shellard, Gerald
Highest Degree, Field, & University <sup>(3)</sup>	Master of Science in Education - Emphasis in Athletic Training, Old Dominion University, Norfolk, VA
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty PED 201: Care and Prevention of Athletic Injuries PED 411: Kinesiology
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	National Athletic Trainers' Association College Athletic Trainers' Association
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Tunnicliffe, Kerri
Highest Degree, Field, & University <sup>(3)</sup>	D.P.E. Springfield College
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Faculty Coordinator or Adapted Physical Education
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Tunnicliffe, K. & Conway, C. (2008-2010). Project Unify Grant: A collaboration between Central Falls Special Olympics and Rhode Island College Adapted Physical Education Majors. Tunnicliffe, K. (2010). Rhode Island College. In M.P. Miller & J.D. Nedel (Eds.). Service-learning in physical education and related professions: A global perspective (pp. 281-289). Boston, MA: Jones and Bartlett Publishing. Tunnicliffe, K. (2011). Diversity. In E. Sullivan & L. Ciccomascolo (Eds.). The dimensions of physical education and health education: An introduction to the discipline. Sudbury, MA: Jones and Bartlett Publishers.
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Practicum Supervisor, PED 414: Practicum in Individual and Dual Activities. Adapted Physical Education Student Teacher Supervisor 1995-2000 9-12 Physical Education Teacher, Woodstock Academy Woodstock, CT. K-12 Connecticut Physical Education Teacher License K-12 Rhode Island Physical Education

	Teacher License
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Faculty Member Name	Turner, Wayne
Highest Degree, Field, & University <sup>(3)</sup>	Bachelor of Arts Degree in Sociology and Management, Rhode Island College, Providence, RI
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Tennis: Teaching Professional and Coach
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	

Faculty Member Name	Ward, Robert
Highest Degree, Field, & University <sup>(3)</sup>	Bachelor of Science Degree in Physical Education, Rhode Island College, Providence, RI.
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Physical Education Adjunct Faculty
Faculty Rank <sup>(5)</sup>	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	Director of the Rhode Island Golf Association Golf Instruction for inner city children
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	Physical Education Teacher - Henry Barnard School, Providence, RI. Rhode Island K-12 Physical Education Teacher License

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) 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.

(7) 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.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) 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.

## SECTION II - LIST OF ASSESSMENTS

**1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/NASPE standards elements. 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. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Physical Education Content Test Praxis II (0091)	Standardized Assessment Tool	Prior to Student Teaching
Assessment #2: Content knowledge in physical education (required)	Skill Development  Concept Development (Game Performance)	Game Performance Assessment Instrument  Game Performance Assessment Instrument	PED 207: Motor Skill Development for Life: Wellness I  PED 207: Motor Skill Development for Life: Wellness I
Assessment #3: Candidate ability to plan instruction (required)	Implemented Lesson Plan	Lesson Plan and Teaching Observation	PED 414: Practicum in Individual/Dual Activities
Assessment #4: Internship or clinical experiences (required)	Teacher Candidate Observation and Progress Report (Supervising Professor Evaluation Form)	Observation and Personal Communication	Completion of Program
Assessment #5: Candidate effect on student learning (required)	Impact on Student Learning (Teacher Candidate Work Sample)	Analysis and Reflection of Pre-test Post-test Teacher Candidates are giving students in class	Completion of Program
Assessment #6: Additional assessment that addresses AAHPERD/NASPE standards (required)	Fitness Competence	Fitness Gram Fitness Test	PED 140: Introduction to Movement Sciences  PED 420: Physiological Aspects to Exercise
Assessment #7: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Final Evaluation Report (Supervising Professor Final Evaluation Form)	Observation and Personal Communication	PED 414: Practicum in Individual/Dual Activities

Assessment #8: Additional assessment that addresses AAHPERD/NASPE standards (optional)	Professional Points	Rubric	Prior to Student Teaching
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(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) 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).

### SECTION III - RELATIONSHIP OF ASSESSMENT 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.

**1. 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**

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	b	b	e	e	e	b	e	e
1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity and fitness.	b	b	e	e	e	b	e	e
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity and fitness.	b	b	e	e	e	b	e	e
1.4 Identify historical, philosophical and social perspectives of physical education issues and legislation.	b	e	e	e	e	e	e	e
1.5 Analyze and correct critical elements of motor skills and performance concepts.	b	b	e	e	e	e	e	e

**2. 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.**

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	e	b	e	e	e	e	e	e
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	e	e	e	e	e	b	e	e
2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	e	b	e	e	e	e	e	e

\*Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

### 3. 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.**

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Design and implement short-term and long-term plans that are linked to program and instructional goals as well as a variety of student needs.	e	e	b	b	e	e	e	e
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state and /or national standards.	e	e	b	b	e	e	e	e
3.3 Design and implement content that is aligned with lesson objectives.	e	e	b	b	e	e	b	e
3.4 Plan for and manage resources to provide active, fair and equitable learning experiences.	e	e	b	b	e	e	e	e
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	e	e	b	b	e	e	e	e
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.	e	e	b	b	e	e	b	e
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	e	e	b	b	e	e	e	e

### 4. Standard 4: Instructional Delivery and Management

**Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.**

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	e	e	e	b	e	e	b	e
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	e	e	b	e	e	e	b	e
4.3 Provide effective instructional feedback for skill acquisition, student learning and motivation.	e	e	b	e	e	e	b	e
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.	e	e	b	b	e	e	b	e
4.5 Use managerial rules, routines and transitions to create and maintain a safe and effective learning environment.	e	e	b	b	e	e	b	e
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	e	e	b	b	e	e	e	e

### 5. Standard 5: Impact on Student Learning

**Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instructions.**

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	3	3	3	2	2	3	3	3
5.2 Use appropriate assessments to evaluate student learning before, during and after instruction.	1	1	1	2	2	1	1	1
5.3 Use the reflective cycle to implement change in teacher performance, student learning and/or instructional goals and decisions.	3	3	3	2	2	3	3	3

**6. Standard 6: Professionalism**

**Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals.**

	#1	#2	#3	#4	#5	#6	#7	#8
6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	3	3	2	3	3	3	2	3
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	1	1	2	2	1	1	1	2
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	3	3	2	2	3	3	3	3
6.4 Communicate in ways that convey respect and sensitivity.	1	1	2	2	1	1	1	1

**SECTION IV - EVIDENCE FOR MEETING STANDARDS**

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards and elements. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards and elements should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards and elements. Data tables should also be aligned with the SPA standards and elements. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that 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.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program;
  - b. A description of how this assessment specifically aligns with the standards and elements it is cited for in Section III. Cite SPA standards/elements by number (e.g.,1.1 or 1.2);
  - c. A brief analysis of the data findings;
  - d. An interpretation of how that data provides evidence for meeting standards/elements, indicating the specific SPA standards and elements by number (e.g.,1.1 or 1.2 etc);
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each , however in some cases assessment instruments or scoring guides may go beyond five pages.

**Note:** As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

**1. State licensure tests or professional examinations of content knowledge.** AAHPERD/NASPE standards addressed in this entry could include but are not limited to Standard 1. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IVA complete description of the assessment should be included (format of the exam, content area sub-scores).

NCATE Assess 1 2010.pdf

See **Attachments** panel below.

**2. Assessment of content knowledge in the field of physical 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, portfolios; health-related fitness assessments, assessments of fundamental movement skills; and assessments of performance-competency and game play. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV



NCATE Assess 2 2010.pdf

See **Attachments** panel below.

**3. 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 Standard 3. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 3 2010.pdf

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.** AAHPERD/NASPE standards that could be addressed in this assessment include Standards 3 and 4. The assessment instrument used in the internship or other clinical experiences should be submitted. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 4 2010.pdf

See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on student learning and the creation of supportive learning environments for student learning.** AAHPERD/NASPE standards that could be addressed in this assessment include but are not limited to Standard 5. Examples of assessments include those based on student work samples, (IEP's), case studies, or implemented unit plans. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 5 2010.pdf

See **Attachments** panel below.

**6. Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, teacher candidate work sample, IEPs, or other key assessment. (Assessment Required)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 6 2010.pdf

See **Attachments** panel below.

**7. Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, teacher candidate work sample, case studies, IEPs, or other appropriate assessments. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 7 2010.pdf

See **Attachments** panel below.

**8. Additional assessment that addresses AAHPERD/NASPE standards.** Examples of assessments include evaluations of field experiences, case studies, portfolio tasks and licensure tests not reported in #1. (optional)

Provide assessment information (items 1. a,b,c,d and 2.e,f,g) as outlined in the directions for Section IV

NCATE Assess 8 2010.pdf

See **Attachments** panel below.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

**1. 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 (data) 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.**

**(Response limited to 12,000 characters)**

Being a reflective practitioner is a major practice of all faculty and Teacher Candidates (TC) in the Feinstein School of Education and Human Development (FSEHD). The physical education program continues to evolve due to this philosophy. Our latest opportunity to evaluate our program comes as we analyze and reflect upon the data for our assessments included in this NCATE accreditation report. The faculty concludes there are many strengths of our program, but as always, there are areas to work on. Because we are reflective practitioners, we have set into motion some ideas and policies to clarify and bolster how we evaluate our TC. We have gleaned valuable information from this process to further enhance our program in the following areas: 1. Content Knowledge, 2. Professional and Pedagogical Knowledge, Skill, and Dispositions, 3. Student Learning.

1. Content Knowledge

Our TC have applied the knowledge they have gained from our program courses as evidenced of being

very successful in passing the Praxis II: PE Content Test. Since adopting the Praxis II: PE Content Exam in the fall of 2009, the majority of TC pass the test on their first attempt. The cutoff score of 154 is competitive with neighboring states and was determined by doing a departmental pilot study. The latest Institutional Summary Report shows our TC have answered more questions correctly in each category when compared to the national percentage of correct answers per category. Currently the Rhode Island Department of Education requires a passing score on the Praxis II: Principles of Learning and Teaching test for state licensure. The physical education faculties' goal is to have the PE Content test as the requirement for state licensure, which would be a more specific measure for our discipline.

Another change (due to the difficulty we had acquiring the individual scores for the content categories for all TC) will be to make it a requirement for the TC to present the category results of the Praxis II: PE Content Exam as well as their overall score, when they submit their Preparing to Teach Portfolio. This data will allow us to look at more specific information regarding the strength of our program as we go forward. This data will allow the faculty to better examine which areas the TC may need more help with and which areas are being taught well. Due to being down a faculty member, some courses are being taught by one year term faculty, therefore this data is crucial to maintaining our high standards.

The department suggests TC take the exam late in the program to gain knowledge from higher level courses such as PED 411: Kinesiology and PED 420: Physiological Aspects of Exercise. Our program explicitly addresses Motor Control and Motor Development (PED 206: Fundamental Movement and its Analysis) as well as Motor Learning (PED 243: Foundations of Movement), which provides solid background knowledge in movement. PED 140: Introduction to Movement Sciences addresses the social, cultural, political and economic aspects of movement. Another important change we would like to initiate, since some of these courses come early in the program, is that we offer a workshop to review material from these early courses to help prepare TC for the exam.

We chose performance based evidence for Standard 2 to show how TC not only know what to do, but also, they can execute it. Actual skills and tactical performance testing are regular requirements in PED 207: Motor Skill Development for Life: Wellness I (Team Activities). The faculty is confident that TC are proficient movers in a variety of skills and concepts. However, after reviewing the data, we recognize that TC are proficient in the most basic off-the-ball tactics, but would benefit from more experiences with recognizing what teammates and opponents are doing in a game to coordinate their movements accordingly. This concept will be added to the PED 207 class in the fall. The fitness testing at the beginning of the program is a new requirement to complement the end of program data we collect on fitness levels for an assignment in PED 420. We have ascertained that this requirement could be a wonderful learning experience for those closer to completing the program, if we train the TC enrolled in PED 410: Evaluation and Measurement in Physical Education to administer the tests instead of program faculty continuing to administer the tests. The Fitnessgram test can be offered several times a semester for those who do not attain "Exceeds" or "Target" status on the rubric (lower than the accepted age and gender range for three or more tests). Currently we require "Developing" but will move to "Target" as passing status in coming years as we phase the requirement into appropriate classes. Our plan is to have TC who do not pass the test, develop a personalized fitness plan and follow the plan before re-taking the test. The plan must be approved of by their advisor then the TC must keep an exercise log to be submitted to his/her advisor (showing how he/she prepared for the next test) for permission to take the test again. Activity class instructors will more prominently address how their activities could help TC maintain an acceptable level of fitness.

## 2. Professional and Pedagogical Knowledge, Skills and Dispositions

The FSEHD has worked diligently to implement changes in the unit assessment system. In the fall of 2009 the FSEHD adopted Chalk and Wire, an electronic e-portfolio assessment and data storage system for undergraduate and graduate teacher education programs. Chalk and Wire helps the department

manage student work, assist faculty with assessment, store, and analyze data by standard, which will further assist in ongoing program, course, and TC evaluation. The revision of the FSEHD Observation and Progress Report was recently done to streamline unit-wide data efforts to enhance learning of TC strengths/needs and program responsiveness during student teaching. A shorter version of this document was also created to be used during practica experiences as well. Clinical supervisors, practicum and cooperating teachers will input TC data based on NASPE Standards.

TC in the physical education program are acquiring the knowledge, skills and dispositions necessary to become exemplary teachers. The faculty is adamant that hands-on experiences with children throughout the program are essential. The physical education department works closely with the Henry Barnard School (campus laboratory school) to have our TC work with elementary school age children to analyze the children's fundamental skills, introduce cue words to help the children practice skills and provide appropriate feedback to the children. Our TC start working with children while enrolled in classes they take early in the program (PED 206 and PED 243). TC become extremely comfortable in the gymnasium through a methods class and three physical education practica TC are required to take prior to student teaching. TC must earn a B- or better in each of the three practicum courses (PED 302: Practicum in Team Activities, PED 413: Creative Rhythms and Dance, PED 414: Practicum in Individual/Dual Activities) where they teach intact classes a minimum of twelve lessons each practicum.

The data for Assessment 3: FSEHD Implemented Lesson Plan and Assessment 7: Final Evaluation Report for PED 414 Practicum Teaching (completed during practicum; as well as Assessment 4: Teacher Candidate Observation and Progress Report [completed during student teaching]) provide strong evidence that our TC are demonstrating professional and pedagogical knowledge, skill and dispositions as they plan, implement and reflect on lessons. Faculty did determine that it would be beneficial for TC to have more time to observe their students before teaching and perhaps team teach with cooperating teachers before beginning their practica experiences to help with their comfort level and confidence when teaching. These are concepts that will be infused into future physical education practicum experiences.

The faculty also determined TC need more practice working on modifying lessons based on stage of learning and developmental level. At times our TC have difficulty teaching a heterogeneous group of students with a wide range of cognitive and physical abilities. More practice utilizing their extensions to better challenge all students in the class, not just the most skilled or least skilled will be better incorporated into PED 414.

The faculty will continue to encourage TC to acquire Professional Points (Assessment 8: Retention Points - Demonstration of Professional Commitment) that are more active than passive in nature and closely monitor the areas the TC are choosing to fulfill the requirement to ensure there is a variety of professional development being selected. The faculty plan to allow the TC with Freshman or Sophomore status to gain points in all areas, but limit TC with Junior and Senior status to experiences that promote leadership and off-campus initiatives.

### 3. Student Learning

Beginning Spring 2010, the FSEHD started to use a unit based assessment system, with a primary artifact: the Teacher Candidate Work Sample (TCWS) for TC who are student teaching. One process within the artifact (Impact on Student Learning) is a strong assessment of student learning and will provide even greater analysis of TC in this important component of the physical education profession. Although all TC will use the TCWS, the artifact is tailored to the specifics of their physical education discipline. Along with the TCWS, the FSEHD mini Teacher Candidate Work Sample will be adopted as well, to be completed during the Preparing for Student Teaching practica courses. This will formalize and make consistent the overall lesson format and reflection processes and expectations at the unit-level

for all TC. The data attained from the TCWS will aide faculty in analyzing the strengths and weaknesses of our program and the TC.

The faculty is very impressed with the results from Assessment 5: Impact on Student Learning. Indications are that TC are especially capable in preparing “impact evidence” by clearly showing the student progress in a reader friendly manner. TC excel in “interpretation of data” by thoughtfully examining then making appropriate inferences about the data. They also have solid “insights on effective instruction” by using the data to reflect on student learning outcomes. It is evident that TC are very comfortable in accurately analyzing if their lessons foster student learning.

An area TC could improve on is “TC designs or adapts relevant learning experiences that include digital tools and resources” found in Assessments 3 and 4. We need to continue to provide TC with opportunities to incorporate digital tools to promote student learning. The faculty plan to require TC to use technology (e.g. heart rate monitors pedometers, I-Pods, MP3 players, computers, Fitness Gram software) in PED 413: Creative Rhythms and Dance and student teaching. This requirement will be mutually beneficial, TC will be introduced to the most up to date technologies in physical education then use the technologies in the schools; increasing the technology exposure for cooperating teachers and school children.

The physical education program at Rhode Island College takes pride in preparing TC who have the professional and pedagogical skill, knowledge and disposition to enter the teaching profession. We know it is an ever changing process and accept the challenge to reflect honestly and critically about our program. The TC and ultimately our profession benefit from our continuous data analysis and discussions that lead to policy and program changes.

## SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

**1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>**

**For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/institutions/resourcesNewPgm.asp?ch=90>**

**(Response limited to 24,000 characters.)**

**Please click "Next"**

This is the end of the report. Please click "Next" to proceed.