

*National Association for
Sport & Physical Education*

An Association of the American Alliance for Health, Physical Education,
Recreation and Dance

1900 Association Drive
Reston, VA 20191 (703)
476-3410
Fax (703) 476-8316
naspe@aahperd.org

Initial
 Rejoinder

**NASPE/NCATE
ADJUDICATION REPORT**

Professional Organization NASPE

Institution Submitting Program Southern Connecticut State University

Chief Compiler Dr. James J. Agli Phone (203)392-5992

Program Initial Physical Education Date of Review May 19, 2002

Degree Level Undergraduate

Standards Not Met: 5,7,9

Standard 1. Content Knowledge Met

Standard 2. Growth and Development Met

Standard 3. Diverse Learners Met

Standard 4. Management and Motivation Met

Standard 5. Communication Not Met

Within various syllabi, experiences were referenced but were not clearly explained. It was difficult to see a clear alignment between the objective, learning experience, and assessment. (Refer to program weaknesses below.)

Objectives cited in various syllabi did not reflect the intent of the NASPE standard.

Standard 6. Planning and Instruction

Met

Standard 7. Learner Assessment

Not Met

Objectives cite learner assessment. Experiences do not reflect the assessment style or tool in most classes cited. Elaborating on assessment would strengthen this standard. The inclusion of EDU 300 and EDU 400 would certainly strengthen this standard.

Standard 8. Reflection

Met

Standard 9. Collaboration

Not Met

Throughout the program preservice teachers are provided opportunities that require research concerning current information concerning the field of physical education. This does not connect the preservice teacher to professionals in the field, community leaders, or parents.

Even though the preservice teacher has experience in the local schools, it is limited. The inclusion of EDU 300 and EDU 400 would certainly strengthen this standard.

Perceived Program Strengths:

It appears that preservice teachers have several opportunities to observe K-12 students. Throughout the program it appears significant discussion within various classes takes place prior to and following observations. This preparation seems to help direct focus and reflection on what preservice teachers observed.

Perceived Program Weaknesses:

- It is of major concern that EDU 300 and 400 (student teaching experiences) are NOT used as courses to demonstrate compliance with the NASPE/NCATE standards.
- Within various syllabi, experiences were referenced but were missing or not clearly explained.
- It was apparent that some courses required a great amount of study and participation on the part of the preservice teacher. The inclusion of information in the folio made this very clear. The problem for the reader was being able to sort through the materials and locate the needed piece of information concerning the experience and the assessment. The manner in which the experience was coded both on the matrix and at the conclusion of the objective did not match at times and did not provide for clear 'map' as to the location of the information.
 - EXS 291 is difficult to decipher concerning task and modules.
- Lesson plans are written within objectives but are not mentioned as a learning experience within the syllabi.

This folio was submitted under the 1997 NASPE/NCATE standards. NASPE has transitioned to the 2001 NASPE/NCATE standards and for that reason all folio preparation trainings focus on the new standards. Folio preparation trainings for the 1997 standards are no longer being offered. If Southern Connecticut State University chooses to submit a rejoinder under the 1997 standards, NASPE advises consultation with an institution that has successfully completed the 1997 NASPE/NCATE process before submitting the rejoinder.

The last opportunity to submit a rejoinder under the 1997 standards is September, 2003.

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE WITH THE SPECIALTY GUIDELINES:

Program is in full compliance.

Program is NOT in compliance.

If a rejoinder of the program folio is to be submitted, please submit 5 copies of the rejoinder to NCATE. Please include the following in your rejoinder: updated matrix with objectives, grid, and syllabi pertaining to deficient standards. If a rejoinder is necessary, you are reminded of the 140-page limit. *Further, if you intend to rejoin please contact De Raynes at NASPE, phone #703-476-3414, email is draynes@aahperd.org.*