Annual Assessment Report-April 10, 2017


Department: Health & Human Development

Program: Health Enhancement* – K-12 Broadfield Teaching
(* health & physical education)

PREFACE: The three faculty members in this area, Professor Stewart (program leader,) Associate professor Owens, and Assistant professor Colton collectively represent over 100 years of teaching in both the public schools and at Montana State University. Dr. Stewart and Ms. Colton have been at Montana State collectively over 70 years. During that period, our program which was labeled Health, Physical Education, Recreation and Dance until approximately 1997 has been both accredited by the Montana Office of Public Instruction*, and recognized as the premier health/physical education preparation program in the state.

One of the primary reasons our program continues to flourish is that the three of us view program assessment as a continuous process. It is not something that occurs only when state or national accreditation determination occurs, but almost on a daily basis.

** This report is the composite of a two-year period because, prior to this year, we have been told that the planning, evaluation, assessment, and curricular modification completed on an annual to bi-annual basis for state and national guidelines related to teacher preparation was sufficient.

1. What Was/Is Done

First, each of us reflects regularly and critically on the design, delivery, and evaluation of our individual courses. We do this to check on alignment with state and nation content standards as well as to provide the most "cutting edge" learning experience for our students in order to best prepare them as future teachers. Secondly, due to the close proximity of our offices, we discuss student and curricular issues on an as needed basis. This precludes our need to schedule formal meetings and allows us to meet curricular needs in real time.

2. What Data Were Collected

The College of Education, Health and Human Development collects and maintains the results of the number of teaching majors who successfully pass the Praxis* exams, their GPA’s, as well as the number who successfully graduate from MSU. We have continually had not only a 100% Praxis pass rate, but the majority of our students score above the 90% rate. In addition, our majors are evaluated and pass/complete the following:

- Signature assignments in two required methods EDU 397 section 61 & EDU 397 sec 80/81
- Student teaching
• Teacher work sample (TWS)
• Graduate survey

(As part of the ETS® Educator Series, the Praxis® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations.)

As important as formal assessment is the feedback we receive from the cooperating teachers who support student teachers. Primarily, Ms. Colton is in continuous communication with them throughout every semester. It certainly helps that many are our former students who now assist and support our program.

3. What Was Learned

The basic items learned from the data suggest that we are completing, not only state (Montana/Office of Public Instruction) and national (SHAPE America) professional goals, but also meeting the needs of our students and of the profession of teaching Health Enhancement.

• For example, we have learned that to be successful, we as faculty need to keep up with new methods of classroom teaching that include cyber-media and all its technical aspects.

• In addition, we received feedback from cooperating teachers that our students were lacking in both physical fitness¹ and some specific sport skills²

4. How We Responded

All three of us have continued to utilize updated education platforms to modify existing methodology in our classes. We have converted some classes to ‘blended’ formats where some exercises such as objective testing are accomplished on-line and been replaced in the classrooms with more in depth discussions and applied exercises. Some content courses now incorporate competency-based assessment of course objectives where students are allowed multiple trials to achieve a certain threshold of knowledge.

²The specific coaching skills classes (soccer, basketball, volleyball, football, and track & field) that were only restricted to coaching minors are now required of all HE majors. The professionals who teach those have been directed to stress the development of the technical (skill) aspects of those sports as well as the tactical (strategic) components.

¹Finally, all our majors are required to successfully complete at least one fitness class in their careers and are required to participate in at least 20 hours of MSU group fitness classes for HDPE 306.

Craig Stewart, Ed. D.
program leader, Health Enhancement grades K-12, teacher preparation program.
Montana State University-Bozeman