

**Educator Preparation Performance Report
Physical Education • Wright State University**

**Licensure Test Scores for Individuals Completing the
Physical Education Program at
Wright State University**

(Data Source: Educational Testing Service (ETS)/United States Department of Education)

Description of Data: In addition to requiring all teacher candidates to pass the Praxis ® licensure exam at the state determined cut score, for some licensure programs, Ohio requires that teacher candidates pass additional examinations at the established cut scores to be recommended for licensure and receive endorsements. The 2012 Report for Teacher Licensure Test Scores for the 2010-2011 year is based on Title II data and therefore reflects only initial licenses.

Licensure Test	Test Score Range	Test Cut Score	Completers Tested	Program Average Scaled Score	Completers Passed	Program Pass Rate	State Average Pass Rate	State Average Scaled Score
080305_ETS0091_PHYSICAL_ED_CONTENT_KNOWLEDGE	100-200	153	12	160	11	92	94	159
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-

**Physical Education Candidate Academic Measures
at Wright State University**

Description of Data: The data in this section reflect candidate performance on assessments and previous academic coursework. (Data Source: Wright State University)

Criterion	Candidates Admitted 2012			Candidates Completing 2012		
	Required Score	Number of Admissions	Average Score of All Admissions	Number of Program Completers	Average Score All Program Completers	Score Range All Completers
ACT				10	21	17 to 25
SAT				N<10	N<10	to
Praxis I Reading®	172			N<10	N<10	to
Praxis I Writing®	172			N<10	N<10	to
Praxis I Math®	172			N<10	N<10	to
GRE Verbal®				N<10	N<10	to
GRE Quantitative®				N<10	N<10	to
GRE Writing®				N<10	N<10	to
MAT®				N<10	N<10	to
High School GPA				10	3.1	2.36 to 3.65
Graduate GPA	2.5			15	3.22	2.78 to 4
Transfer GPA	2.5			N<10	N<10	to
Program Admission GPA	2.5			15	3.22	2.78 to 4

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Field and Clinical Experiences for Physical Education Candidates at Wright State University

Description of Data: Ohio requires that teacher candidates complete field and clinical experiences in school settings as part of their preparation. These experiences include early and ongoing field-based opportunities and the culminating pre-service clinical experience commonly referred to as "student teaching." The specific requirements for these placements vary by institution and by program. The information below is reported at the pro. (Data Source: Wright State University)

Field/Clinical Experience Element	Requirement
Minimum number of field/clinical hours required of program candidates	190
Maximum number of field/clinical hours required of program candidates	190
Average number of weeks required in the student teaching experience	
Average number of weeks required to teach full-time within the student teaching experience	
Percentage of teacher candidates who satisfactorily completed student teaching in 2012.	88

Physical Education Excellence and Innovation Initiatives at Wright State University

Description of Data: This section provides each program the opportunity to share information on a maximum of three initiatives geared to increase excellence and support innovation in the preparation of Ohio educators. (Data Source: Wright State University)

Initiative #1: National Archery in the schools program

Purpose: Provide training for Wright State teacher candidates to become Basic Archery Instructor (BAI).

Goal: Ensure all candidates are prepared to deliver a comprehensive physical education program that includes a wide-range of physical activities.

Number of Participants: 25

Strategy: Wright State provides the training to earn Basic Archery Instructor certification in our Adventure Education class. The National Archery in the Schools Program is a nationally recognized curriculum and extra-curricular program. The National Archery in the Schools Program is designed as a two-week component of the physical education class. Topics are taught through classroom instruction positive communication and hands-on activities. The program meets the standards for physical activity and range of motion it is measurable and everyone can participate.

Demonstration of Impact: 23 candidates have earned the Basic Archery Instructor certification.

External Recognition:

Initiative #2: Ohio Physical Ed. Benchmark Assessment Trainings

Purpose: Training for physical educators to implement the new Ohio Physical Education Benchmark Assessments.

Goal: To train teachers in both the Greater Dayton Region and the state of Ohio.

Number of Participants: 14

Strategy: The program was initially implemented in 2011-2012 for the Greater Dayton Region. Professional development was provided online during monthly meetings. Each session targeted specific benchmarks and assessments. Teachers implemented the assessments with their students and then provided data and student work examples. The online sessions were an opportunity to share ideas for implementation and reflect on the impact of the assessments on students. A similar program is being provided statewide in 2012-2013 session for members of OAHPERD.

Demonstration of Impact: The online meetings were successful in providing opportunities to learn about the ODE Benchmark Assessments. Survey data indicate that participants benefited by learning: a) How to design lesson and assessment tasks that align with the assessments b) Importance of instructional alignment with the assessments c) Pacing to complete all of the assessments within the time and d) How to manage data.

External Recognition: The Ohio Association for Health Physical Education Recreation and Dance granted a \$5,000 award

Initiative #3: Physical Best Certification

Purpose: To provide training for Wright State teacher candidates to become Physical Best Certified.

Goal: To ensure all Wright State teacher candidates are prepared to deliver a comprehensive health-related fitness education program.

Number of Participants: 40

Strategy: The program was initially implemented in 2011-2012 for the Greater Dayton Region. Professional development was provided online during monthly meetings. Each session targeted specific benchmarks and assessments. Teachers implemented the assessments with their students and then provided data and student work examples. The online sessions were an opportunity to share ideas for

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implementation and reflect on the impact of the assessments on students. A similar program is being provided statewide in 2012-2013 session for members of OAHPERD.

Demonstration of Impact: 26 candidates earned the Physical Best Certification.

External Recognition:

Pre-Service Teacher Survey Results

Description of Data: To gather information on student satisfaction with the quality of preparation provided by their teacher education programs, the Ohio Board of Regents and a committee of representatives from Ohio institutions of higher education collaborated to develop a survey of Ohio's Pre-Service Teachers as a special research project. Questions on the survey are aligned with the Ohio Standards for the Teaching Profession (OSTP), Ohio licensure requirements, and elements of national accreditation. The Ohio Board of Regents distributed the online survey to candidates completing their student teaching experiences in Fall 2012. The results below reflect the program average (mean) score for each question, as well as the state average for each question. A total of 1,917 respondents completed the survey statewide for a response rate of 76 percent. (Data Source: Ohio Board of Regents)

	Question	Program Average	State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
1	My teacher preparation program prepared me with knowledge of research on how students learn.	N<10	3.479
2	My teacher preparation program prepared me to recognize characteristics of gifted students, students with disabilities, and at-risk students in order to plan and deliver appropriate instruction.	N<10	3.331
3	My teacher preparation program prepared me with high levels of knowledge and the academic content I plan to teach.	N<10	3.370
4	My teacher preparation program prepared me to identify instructional strategies appropriate to my content area.	N<10	3.435
5	My teacher preparation program prepared me to understand the importance of linking interdisciplinary experiences.	N<10	3.387
6	My teacher preparation program prepared me to align instructional goals and activities with Ohio's academic content standards, including the Common Core State Standards.	N<10	3.483
7	My teacher preparation program prepared me to use assessment data to inform instruction.	N<10	3.425
8	My teacher preparation program prepared me to clearly communicate learning goals to students.	N<10	3.447
9	My teacher preparation program prepared me to apply knowledge of how students learn, to inform instruction.	N<10	3.512
10	My teacher preparation program prepared me to differentiate instruction to support the learning needs of all students.	N<10	3.413
11	My teacher preparation program prepared me to identify strategies to increase student motivation.	N<10	3.355
12	My teacher preparation program prepared me to create learning situations in which students work independently, collaboratively, and/or a whole class.	N<10	3.504
13	My teacher preparation program prepared me to use strategies for effective classroom management.	N<10	3.330
14	My teacher preparation program prepared me to communicate clearly and effectively.	N<10	3.495
15	My teacher preparation program prepared me to understand the importance of communication with families and caregivers.	N<10	3.435
16	My teacher preparation program prepared me to understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	N<10	3.581

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	Question	Program Average	State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
17	My teacher preparation program prepared me to use a variety of diagnostic, formative, and summative assessments.	N<10	3.421
18	My teacher preparation program prepared me to communicate high expectations to all students.	N<10	3.571
19	My teacher preparation program prepared me to understand students from diverse cultures, language skills, and experiences.	N<10	3.405
20	My teacher preparation program prepared me to treat all students fairly and establish an environment that is respectful, supportive, and caring.	N<10	3.633
21	Prepared me to use technology to enhance teaching and student learning.	N<10	3.303
22	My teacher preparation program prepared me to collaborate with colleagues and members of the community when and where appropriate.	N<10	3.415
23	My teacher preparation program collected evidence of my performance on multiple measures to monitor my progress.	N<10	3.421
24	My teacher preparation program provided knowledge of the Ohio Licensure Program standards for my discipline.	N<10	3.137
25	Provided knowledge of the operation of Ohio schools as delineated in the Ohio Department of Education School Operating Standards.	N<10	3.001
26	My teacher preparation program provided me with knowledge of the requirements for the Resident Educator License.	N<10	2.891
27	My teacher preparation program provided me with knowledge of the Ohio Standards for the Teaching Profession.	N<10	3.214
28	My teacher licensure program provided me with knowledge of the Ohio Standards for Professional Development.	N<10	3.105
29	My teacher preparation program provided me with knowledge of the Ohio Academic Content Standards, including the Common Core State Standards.	N<10	3.356
30	My teacher preparation program provided me with knowledge of the Value-added Growth Measure as defined by the Ohio State Board of Education.	N<10	2.951
31	My teacher preparation program provided integrated field experiences that supported my development as an effective educator focused on student learning.	N<10	3.506
32	My teacher preparation program provided field experiences in a variety of settings (urban, suburban, and rural).	N<10	3.314
33	My teacher preparation program provided student teaching experience(s) that supported my development as an effective educator focused on student learning.	N<10	3.563
34	Provided cooperating teachers who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.563
35	Provided university supervisors who supported me through observation and conferences (face-to-face or via electronic media).	N<10	3.545
36	Provided opportunities to work with diverse students (including gifted students, students with disabilities, and at-risk students).	N<10	3.427
37	Provided opportunities to understand students' diverse cultures, languages, and experiences.	N<10	3.396
38	My teacher preparation program provided opportunities to work with diverse teachers.	N<10	3.278

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	Question	Program Average	State Average for All Programs (Mean) 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree
39	My teacher preparation program provided opportunities to interact with diverse faculty.	N<10	3.290
40	My teacher preparation program provided opportunities to work and study with diverse peers.	N<10	3.327
41	Faculty in my teacher licensure program demonstrated in-depth knowledge of their field.	N<10	3.552
42	Faculty in my teacher licensure program used effective teaching methods that helped promote learning.	N<10	3.461
43	Faculty modeled respect for diverse populations.	N<10	3.536
44	Faculty integrated diversity-related subject matter within coursework.	N<10	3.446
45	Faculty used technology to facilitate teaching and learning.	N<10	3.410
46	Faculty in my teacher licensure program conducted themselves in a professional manner.	N<10	3.600
47	Provided clearly articulated policies published to facilitate progression to program completion.	N<10	3.303
48	Provided opportunities to voice concerns about the program.	N<10	3.157
49	Provided advising to facilitate progression to program completion.	N<10	3.304

End of Report: Physical Education • Wright State University
