Goals of the Physical Education Program
In collaboration with the School of Education, the Exercise Science and Sport Department offers courses leading to eligibility for a State of Illinois teaching licensure in K-12 Physical Education and endorsements in Health and Driver Education. Illinois requires that all candidates for an initial teacher’s licensure complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Licensure Testing System examinations in TAP (Test of Academic Proficiency) or ACT Plus Writing, and content knowledge in the major field before student teaching and the Assessment of Professional Teaching.

Teacher Licensure
In addition to the required departmental course work, students seeking teacher licensure must complete the University requirements for graduation, professional education core of courses required by the School of Education, and pass required Illinois State Board of Education examinations. Academic standards are required for admission into the School of Education, including a minimum GPA of 2.7. Specific requirements are outlined in the School of Education section of this Bulletin.

Students who complete this program will be eligible for teacher licensure in Physical Education and will receive an Illinois Specialist license (grades K-12). Students are encouraged to also complete required coursework and content area examinations for any endorsements, if applicable.

The PE program focuses on four main student learning outcomes.

- **Student Learning Outcome 1** The professional educator engages in active learning. The teacher-learner constructs knowledge of the central concepts, methods of inquiry, and structures of the discipline by connecting professional education and life experiences with theory and practice. From knowledge gained, s/he creates learning experiences that engage all students and make the content meaningful to them. The teacher-learner values reflection continually, evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- **Student Learning Outcome 2** The professional educator creates communities of learning. The teacher-learner understands how individuals grow, develop and learn and provides learning opportunities to support the intellectual, social, emotional, and physical development of the students. The teacher-learner understands how individuals differ in their approaches to learning and creates learning environments that value and appreciate human diversity, show respect for students’ varied talents and perspectives and that are fair and equal for all students. The teacher learner draws on an understanding of individual and group motivation to create effective learning environments that encourage self-discipline, respect for self and others and responsible problem solving. The
teacher-learner fosters critical thinking, active inquiry, collaboration, and supportive interaction in the classroom through effective written, verbal, nonverbal, and visual communication techniques.

- **Student Learning Outcome 3** The professional educator facilitates learning for others. The teacher-learner understands instructional planning and designs instruction, based on research that integrates content, pedagogy, and the needs of students. The teacher-learner understands and uses a variety of instructional strategies that result in active, relevant learning and encourage students’ development as creative, effective lifelong learners. The teacher-learner understands various formal and informal assessment strategies and uses them to encourage authentic learning and continuous development for all students.

- **Student Learning Outcome 4** The professional educator collaborates with others. The teacher-learner understands the role of the community in education; develops and maintains collaborative relationships with colleagues, parents/guardians, and the community and advocates for student learning and well-being. The teacher-learner understands education as a profession, maintains standards of professional conduct, provides leadership to improve student learning and well-being and shape social change, and demonstrates a willingness to give and receive help.

**Snapshot of the PE Program**

The Physical Education professional preparation is directed toward the development of specified competencies in the following domains……..

For the 2015-2016 academic year, the PE program had one full time faculty (Kim Blicken). Five faculty members have responsibilities teaching within the Physical Education - specific coursework.

At the start of the 2015-2016 academic year, the PE program had 25 students officially enrolled in this major. 13 students left because of academic ineligibility, change of major, or graduation. In addition, 7 freshmen/transfer students declared PE as their major at the start of the 2015-2016 school year. 4 freshmen/transfer students dropped out of the major for various reasons, however 4 new students joined the major still leaving 7 freshman total at the end of the year.

The program faculty work with local schools for the students’ teacher internships.

The PE program is a nationally recognized teacher licensure program:
Physical Education, Specialist (kindergarten through grade twelve) NASPE/ShapeAmerica

Millikin University is recognized as a teacher education institution by the Illinois State Board of Education and the State Teacher Licensure Board. Its eleven approved programs are nationally recognized by their individual Specialized Professional Associations (SPA). The last onsite review was in Spring 2010. The School of Education (SOE) has been nationally accredited through the National Council for Accreditation of Teacher Education (NCATE). Millikin
University is a member of the American Association of Colleges for Teacher Education (AACTE) and the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), and holds charter memberships in the Illinois Association of Colleges for Teacher Education (IACTE) and the Illinois Association for Teacher Education in Private Colleges (IATEPC).

Illinois requires that all candidates for an initial teacher’s license complete a state-approved program at a recognized teacher education institution. In addition, all candidates must pass the Illinois Licensure Testing System exams in basic skills (grammar, reading, writing, mathematics), content knowledge in the major field before student teaching and the Assessment of Professional Teaching and the edTPA.

**The Learning Story**

The theme of Millikin University’s teacher education program is Journey Toward Excellence in Teaching and Learning. Both the general education and School of Education requirements entail continuous reflection based on core questions and values. The three questions that Millikin students are asked to continually address are:

1. How have I become an active learner so I can effectively design and implement safe, appropriate and relevant learning experiences?
2. How can I create communities of learners motivated to participate in physical activity and remain fit for a lifetime?
3. How can I apply disciplinary pedagogical knowledge to facilitate learning for others?
4. How can I teach others to apply biophysical concepts to skillful movement, physical activity, and fitness for a lifetime?
5. How can I collaborate with other professionals and continue to grow professionally?

During each of their four years at Millikin University, students in the K-12 Physical Education program complete a minimum of 100 hours in clinical experiences prior to student teaching. These internships play a major role in the student teacher’s Journey Toward Excellence in Teaching and Learning. Typically included in these 100 hours is a minimum of 20 hours in elementary school physical education, 20 hours in middle school physical education, and 20 hours in high school physical education. The remaining 40 hours are at any of the three levels. In addition all candidates must have a multicultural internship experience. While in their internships experiences, the physical education teacher candidates will observe and assist in schools. At this time, the students will link their own learning with what is expected of them in the classroom, discover what teaching is really like early in their college experience and develop sensitivity to differences in ages, cultures, and levels of motivation. These students will teach short lessons, grade papers, do routine task within the classroom, work with small groups or tutor individual students, and learn about a variety of classroom settings.

During the course, Introduction to American Education ED 120, students are introduced to a varied group of schools at different grade levels. Students visit rural schools, urban schools, magnet schools, parochial schools, elementary schools, middle schools, and high schools. Administrators provide an overview of the program. Then, students are assigned classrooms where they observe for approximately one hour and write reflective responses.
In Education 170/172, students serve as teaching assistants for a minimum of 30 hours. These internships may be completed a few hours each week for an entire semester (170), or they may be done in an intensive 5-day internship during university breaks. (172).

While taking ED 310, junior and senior education majors study learning theory, classroom communication, classroom management, and discipline. In addition, they spend 20 hours in a physical education classroom, assisting teachers and learning firsthand about discipline and classroom communication.

The semester before the students student teach, senior level students enroll in ED 425, a methods course that requires a minimum of 20 hours serving as an assistant teacher in the classroom in which they will student teach. The placement assigned for this course and student teaching ensures that prospective physical education teachers have in depth experiences across the span of their certification.

The semester following the ED 425 course, Millikin University students teach for fourteen weeks. Students assume full responsibility for the classroom during this student teaching experience. They observe, plan for classroom instruction, prepare and present lessons, and assess student learning and reflect on their experiences during these fourteen weeks.

**Assessment Methods**

**edTPA** – (ED 425) Students will develop and implement a unit plan within this course. This process will also allow them to work with several professional teachers including course instructor, cooperative teacher, and an assigned content specific individual. Students will also do self-evaluations to assess their teaching.

**Content Test** – Students are required to take the Illinois Certification Physical Education Content Exam two semesters prior to student teaching.

**Student teaching** – Students must successfully complete their capstone event.

In addition to the general assessment methods, course work will also be utilized to assess the acquisition of knowledge. Listed below are examples of the independent assessments:

**ES 401/425**
- Students will create unit plans for various age levels as well as different skills.
- Students develop assessment tools to be utilized within their classroom.

**ES 204**
- Students create a teaching philosophy.
Assessment Data

Student Learning Outcome 1: 2 out of 3 students passed the edTPA assessment. This is the first year that the edTPA is required by the state of Illinois to receive licensure. The student unsuccessful is working on the remediation process and will resubmit.

Student Learning Outcome 2: Again, 2 out of 3 students passed the edTPA assessment. This is the first year that the edTPA is required by the state of Illinois to receive licensure. The student unsuccessful is working the remediation process and will resubmit.

ES 401/425 – All students successfully completed the unit plans.

Student Learning Outcome 3: 3 out of 3 students were successful in completion of ED 425.

Student Learning outcome 4: 3 out of 3 students successfully completed their student teaching assignment.

Analysis of Assessment Results

Student Learning Outcome 1: Teacher-learners will need continued work on content and concepts for successful implementation within the classroom.

Student Learning Outcome 2: Teacher-learners will need opportunities to engage with different classroom educators to recognize the variety of learning styles and different strategies for meeting the needs of students.

Student Learning Outcome 3: Teacher learners will need time developing unit and lesson plans that demonstrate scope and sequence.

Student Learning Outcome 4: Teacher learners will need opportunities to work with different teachers and peers who will provide the collaboration practice necessary for success in the professional world.

Improvement Plans

- Continue to offer opportunities for students to engage with students in local schools.
- Continue to focus on materials/knowledge necessary for the edTPA and content test.