

CIEP Submission Form

Physical Education (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Program Level: *Select one of the options below.*

Class B

Alternative Class A

Submitting for: *Choose one of the options below.*

Initial review of a proposed program

Continuing review of a currently approved program

Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. **Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. **Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. **Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. **Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

- 1. Include the proposed checklist as a separate document.

- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1 a	State Certification Tests:⁵ Praxis Physical Education		State Certification Tests	
1 b	edTPA			
2	Content Knowledge⁶			
3	Planning Instruction⁷			
4	Internship			
5	Effect on Student Learning⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of appropriate assessments for planning instruction include developing lesson or unit plans that address the breadth and depth of the teaching field, individualized education plans, needs assessments, or intervention plans.

⁸ Examples of appropriate assessments for effect on student learning include those based on samples of student work, portfolio tasks, case studies, and appropriate follow-up studies.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Content and Foundational Knowledge.		
Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective P-12 physical education program. Candidates:		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 Describe and apply common content knowledge for teaching P-12 physical education.		
1.2 Describe and apply specialized content knowledge for teaching P-12 physical education.		
1.3 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for P-12 students.		
1.4 Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for P-12 students.		
1.5 Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for P-12 students.		
1.6 Describe the historical, philosophical and social perspectives of physical education issues and legislation.		

Standard 2 Skillfulness and Health-Related Fitness.

Physical education candidates are physically literate individuals who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness. Candidates:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 Demonstrate competency in all fundamental motor skills, as well as skillful performance in a minimum of four physical education content areas (e.g., games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).		
2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.		

Standard 3 Planning and Implementation.

Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with the Alabama Course of Study: Physical Education and local expectations through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. Candidates:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with the Alabama Course of Study: Physical Education and local expectations for P-12 students.		
3.2 Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that address the diverse needs of all students.		
3.3 Plan for and manage resources to provide active, fair and equitable learning experiences.		
3.4 Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications.		
3.5 Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objectives.		
3.6 Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.		

Standard 4 Instructional Delivery and Management.

Physical education candidates engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. Candidates:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.		
4.2 Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term objectives.		
4.3 Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.		
4.4 Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.		
4.5 Analyze motor skills and performance concepts through multiple means (e.g., visual observations, technology) in order to provide specific, congruent feedback to enhance student learning.		

Standard 5 Assessment of Student Learning.

Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning. Candidates:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives.		
5.2 Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.		
5.3 Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.		

Standard 6 Professional Responsibility.

Physical education candidates demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices, seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals. Candidates:

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
6.1 Engage in behavior that reflects professional ethics, practice and cultural competence.		
6.2 Engage in continued professional growth and collaboration in schools and/or professional organizations.		
6.3 Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.		

SECTION IV Summary of Field Experiences Prior to Internship

1. List all courses (or other curriculum requirements) that have a required field experience, in the order that the courses are typically taken. *Include the course prefix, number, and title.*

Course Prefix	Course Number	Course Title

2. Are field experiences always done in this order? Yes No
If no, provide a brief explanation.
3. Briefly explain how placements are made to ensure that candidates are placed in diverse schools.
4. For each field experience, complete a field experience coversheet and attach it to the instructions or assignments for the field experience. Submit these in a Field Experience folder on the flash drive and a section in the binder.