K-12 Physical Education Application Information and Criteria

Steps to Success

Department of Kinesiology

Fall, 2016 (revised 01/13/2017)
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K-12 Physical Education Program Purpose

The philosophy of the K-12 Physical Education teacher preparation program at Boise State University is to prepare educators who are highly effective and understand that teaching is a reflective endeavor. The successful K-12 Physical Education teacher candidate will be committed to the process of developing the skills, knowledge, and professional dispositions of highly effective teachers. The goal of this teacher preparation program is to develop quality educators who can become excellent teachers, not coaches who teach. Therefore, candidates who enter the K-12 teacher preparation program at Boise State University must have the desire to become a professional educator who is a teacher first and foremost.

BEST TEACHING PRACTICES

The K-12 Physical Education teacher preparation program at Boise State University stresses the following Best Teaching Practices (Standards of Excellence) for highly effective teachers:

**LEARNING ENVIRONMENT**
- Establishes a positive learning environment
- Demonstrates effective management practices
- Promotes learning for all students regardless of disability or skill-level
- Encourages and models a positive view of physical activity

**INSTRUCTIONAL STRATEGIES**
- Establishes clear and high expectations for learning
- Designs quality lesson plans that include developmentally appropriate learning activities
- Maximizes participation for all learners
- Implements multiple teaching styles
- Provides optimally challenging tasks

**ASSESSMENT**
- Employs a variety of formal and informal assessments to assess student learning
- Uses assessment to gauge teacher effectiveness
- Offers regular skill- and cognitive-related feedback to all learners

K-12 PE ADVISORS:

**Lower Division** (100 – 200 courses)
- Tina Freeman
- Peer Advisor

**Upper Division** (300-400 courses)
Last name beginning with:
- A – F: Dr. Petranek
- G – L: Dr. Bell
- M – R: Dr. Shimon
- S – Z: Dr. Johnson
K-12 Entry-Level Admission Process

The K-12 Physical Education program admits a select number of students into a cohort each year. The process involves a series of steps which result in final approval into Secondary Teacher Education through the College of Education and continuation in the K-12 program. Determine when you should apply to the K-12 PE program based on when you will complete the last three semesters of your required coursework, excluding student teaching. Two examples are provided below. Refer to your advising sheet.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Freshman Year</td>
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<tr>
<td>Sophomore Year</td>
<td><strong>KINES 251</strong></td>
<td>Take courses</td>
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<td></td>
<td><em>APPLY TO K-12 PROGRAM</em></td>
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<tr>
<td>Junior Year</td>
<td>Take courses &amp; KINES 451/452 (Secondary)</td>
<td>Take courses &amp; KINES 351/352 (Elementary)</td>
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<tr>
<td>Senior Year</td>
<td>Student Teach – Graduate</td>
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*Note*: Student may apply to the K-12 PE Program during Fall or Spring Semesters. If students apply/are admitted into the program in the spring semester they will take KINES 451/452 first. If students apply/are admitted into the program in the fall semester, they will take KINES 351/352 first.

**Step 1:** Successfully complete the following course with a B- or better grade:
- KINES 251 (Introduction to Teaching PE)

**Step 2:** Successfully complete the following courses with a B or better grade:
- ED-CIFS 201 (Foundations of Education)
- EDTECH 202 (Teaching & Learning in the Digital Age)

As per the College of Education requirement, any grade of a C- in a required course for the degree (excluding Foundations courses) will need to be retaken.

Successfully pass 3 out of 4 fitness tests (fitness testing is conducted each semester)

**Step 3:** Complete the Form for Admission to the K-12 PE Program (Kinesiology Webpage) and the Adjudication Statement. Applications are due on the third Friday at the beginning of each semester.

**Step 4:** Entry-level Interview.

**Step 4:** The Admissions Committee selection will occur after all interviews have been conducted (notification will be sent prior to next semester’s scheduling). The Admissions Committee, consisting of K-12 PE faculty, will review teacher candidate applications and conduct Entry-level interviews. Those candidates who are not accepted may apply the following semester. Students who do not make the final selection will be able to submit an appeal for reconsideration into the program.

*Cohort teacher candidates MUST adhere to the remaining semester sequence of courses to ensure courses will be taken in sequence and without course scheduling conflicts or prerequisite issues.

ADMISSION TO THE PROFESSIONAL YEAR (KINES 351/352 or 451/452 and Student Teaching)

Requirements:
1. Pass KINES 351/KINES 352 or 451/KINES 452
2. Pass Disposition Assessment
3. Maintain a minimum overall GPA of 3.0 and 3.0 in KINES courses.
4. Apply for the Professional Year during the first three weeks of the semester. The application is found on the College of Education, Teacher Education Website: Application to Secondary Professional Year.
5. Apply for the Professional Year during KINES 351 or KINES 451 (whichever is taken first).
Those students who score an average at or above 80 in each Disposition area AND Skill Performance section will be invited to an interview. The following criteria will be assessed by all applicable Kinesiology Faculty, and an average score for each area will be calculated.

**Disposition Assessment**

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
<th>Excessive pattern of tardiness or absence.</th>
<th>Exhibits pattern of tardiness or absence.</th>
<th>Rarely misses a class or rarely arrives late.</th>
<th>Consistently attends class and arrives on time.</th>
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<tr>
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<td>0 .......................................................................................................................... 80 ................................................................. 100</td>
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<td><strong>In-Class Performance</strong></td>
<td>Does not participate in class discussion. Attention directed at other off-class tasks, such as checking e-mail or texting.</td>
<td>Lacks initiative, is inattentive and/or rarely participates in class.</td>
<td>Pays attention to what is happening in class by taking notes, or volunteering to respond to questions.</td>
<td>Shows initiative in class discussions and group work. Comes to class prepared.</td>
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<td><strong>The Learning Environment</strong></td>
<td>Ignores constructive feedback from peers or instructor in a callous manner. Unwilling to listen to perspectives of others when they differ from his/her own.</td>
<td>Resists constructive feedback from peers or instructor. Struggles to respectfully listen when others speak or express their viewpoints.</td>
<td>Accepts constructive feedback in a courteous and professional manner. Listens when others are talking.</td>
<td>Seeks feedback from peers or instructor. Listens attentively to others’ comments and accepts ideas, even if they differ from his/her own.</td>
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<td><strong>Honesty</strong> (Idaho Teachers Professional Standards and BSU Code of Conduct)</td>
<td>Submitted coursework demonstrates lack of integrity, untruthful fabrication of material and/or plagiarism.</td>
<td>Sound integrity, and submitted coursework is truthful and authentic.</td>
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<td><strong>Emotional Responsibility</strong></td>
<td>May have outburst of anger or other types of inappropriate behavior.</td>
<td>Loses temper or unable to maintain composure (verbal or nonverbal).</td>
<td>Displays appropriate control of emotions in most situations.</td>
<td>Maintains composure, regardless of the situation; expresses frustration in an appropriate manner.</td>
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<td><strong>Written Work</strong></td>
<td>Assignments may not be completed or submitted late. Submitted with lack of quality or thought.</td>
<td>Assignments may be turned late or with little emphasis to quality. Does minimal amounts of work.</td>
<td>Meets assignment deadlines with acceptable levels of work.</td>
<td>Quality of work suggests revisions and attention to detail. Work is always turned in on time.</td>
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**Skill Performance Assessment**

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<th><strong>Performance of Movement Skills</strong></th>
<th>Demonstrates lack of basic fundamental skills (locomotor, stability, and/or manipulative).</th>
<th>Demonstrates lack of acceptable skill ability in most Instructional Activity classes taken.</th>
<th>Demonstrates acceptable ability in most skills required in Instructional Activity classes taken.</th>
<th>Demonstrates proficiency in most skills required in Instructional Activity classes taken.</th>
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K-12 Denial of Admission Appeal Policy

In the event that a teacher candidate is denied admission into the K-12 program, as a result of the Admissions Committee decision, the candidate may address (in writing) the conditions outlined in the denial letter in order to request reconsideration by the admissions committee. This appeal must be received in the K-12 Program Coordinator’s office no more than 10 working days after the date of the denial letter of origination. Upon receipt of the appeal request, the Admissions Committee will review this request and vote again on the admission status of the candidate. The candidate will be informed, in writing, of the status of his or her appeal within five working days of receipt of the appeal. If the appeal is denied, the teacher candidate may apply again the following year.

Maintenance Protocol

At the conclusion of the Elementary (KINES 351/352) and Secondary (KINES 451/452) block, a maintenance check will occur. Continuation in the K-12 PE cohort requires that teacher candidates score an average at or above 80 in each Disposition section of the Professional Disposition Assessment form, in addition to maintaining an overall ≤3.0 GPA and ≤3.00 GPA in KINES courses. Keep in mind that any grade earned in a KINES course at a C- or below is not acceptable and will need to be repeated.

K-12 Denial of Continuation Appeal Policy

In the event that a teacher candidate in the cohort fails to meet the minimum requirements (GPA and Disposition), that student will be denied continuation in the K-12 program as a result of the Admissions Committee vote. The candidate may address (in writing) the reasons, outlined in the denial letter, and request reconsideration by the admissions committee. This appeal must be received in the K-12 Program Coordinator’s office no more than 10 working days after the date of the denial letter of origination. Upon receipt of the appeal request, the Admissions Committee will review this request and vote again on the status of the candidate. The candidate will be informed, in writing, of the status of his or her appeal within five working days of receipt of the appeal.
ENTRY-LEVEL K-12 PHYSICAL EDUCATION APPLICATION FORM

Directions. Please complete this form and submit it, along with all required materials, by September 10th.

Contact Information

Last Name
First
MI
Student ID

Current Street Address
City
State
Zip

e-mail
Phone
Date

GPA

Overall GPA (≥3.00)
KINES GPA (≥3.0)
ED GPA (≥3.00)

Fitness Scores (pass 3 of 4 tests)

PACER VO2 or Mile Time
Curl-Up Score
Push-Up Score
Sit-and-Reach Scores
R:
L:

Pass or Fail
Pass or Fail
Pass or Fail
Pass or Fail

===============================================================================

Include the following with your application:

a. FINAL grade received for the following KINES courses taken thus far:

102
103
105
106
107
110
111
113
114
115
116
117
180
201
251
305
365

b. Adjudication Statement (check statement on second page)

c. Three references (name and title) with contact information (e-mail and phone)

d. 1-2 paragraphs outlining why you want to pursue a K-12 Physical Education Degree

e. Copy of Unofficial Transcripts

f. Copy of Current First Aid/CPR card through the American Red Cross or American Heart Association

g. Fitness Score Card

Submit application packet to: Dr. Ken Bell
Boise State University
Kinesiology Department
1910 University Dr.
Boise, ID 83725-1710
**Adjudication Statement**

**Answer the two questions below.**

If you answered “Yes” to either of the two questions below, you must be cleared by the Professional Standards & Appeals Committee. Contact the Office of Teacher Education (Shannon McCormick, 426-2708) for information regarding this process. You will not be allowed into the program until this matter is resolved. If you are unsure if your offense needs to be disclosed, please contact the Office of Teacher Education to ask. Not disclosing something on your record is grounds for dismissal from the program.

NOTE: If a violation occurs after you have submitted your application, or after you have been admitted to the program, you must contact the Office of Teacher Education as soon as possible to discuss your situation, options for the upcoming semester, and your status in the program. Not disclosing new/recent events is grounds for dismissal from the program.

1. **Have you ever been convicted of any crime or violation of any law in any state, federal, or military?**
   (Note: For the purposes of this question, “conviction” means (a) all instances in which a plea of guilty or nolo contendere is the basis of conviction, (b) all proceedings in which a sentence has been suspended, deferred, or withheld, and (c) all proceedings in which the prosecution was deferred.)
   
   (  ) Yes  (  ) No

2. **Have you ever been found responsible for violating the Boise State University Student Code of Conduct?**

   (  ) Yes  (  ) No

   If you were previously cleared by the Professional Standards & Appeals Committee and have had NO NEW OFFENSES, please check below:

   (  ) Cleared by Professional Standards & Appeals Committee

   (  ) Not Applicable