C.B.T.E. Program - Undergraduate Physical Education

The College at Brockport, College Senate

Follow this and additional works at: https://digitalcommons.brockport.edu/senate_resolutions

Part of the Higher Education Commons

Repository Citation
https://digitalcommons.brockport.edu/senate_resolutions/465

This Resolution is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in College Senate Resolutions by an authorized administrator of Digital Commons @Brockport. For more information, please contact kmyers@brockport.edu, digitalcommons@brockport.edu.
Resolution #21 1978-1979

Subject: C.B.T.E. Undergraduate Physical Education

(See attached)

Signed: Date Sent 5/16/79

Distribution: Vice Presidents: 
Others as identified: Fac. Sen., Putzoff

Distribution Date: 
Signed: (President of the College)

Date Received by the Senate: May 4, 1979
April 25, 1979

TO: Faculty Senate
   (via the Undergraduate Academic Policies Committee)

FR: Connie R. Keerig, Ed.D.
     Coordinator
     Professional Programs

RE: Revised Teacher Certification in Undergraduate Physical Education (CBTE)

Attached please find the Competency Based Teacher Certification Program developed by the Professional Preparation Entity of the Undergraduate Physical Education Department, as mandated by the Division of Teacher Education and Certification of the State Education Department. It is anticipated that this revised program will be ready for full implementation in September 1980. At that time all four-year students and transfer students enrolling in Brockport will become certified teachers of physical education by meeting competencies as described herein. Simultaneously, other students will continue to become certified by satisfying the requirements of the present program until it is phased out.

Two additional attachments describe the normal course of the four-year student and the transfer student through the proposed program. Accordingly, it may be seen that the first group of students to complete this total program will become certified in December of 1982.

At the suggestion of Dr. Andrew Virgilio, Dean for Social Professions, this proposal was reviewed by Mr. Frank Lane of the State Education Department during the Spring, 1979. Based on his suggestions several changes were incorporated into this revised document during the Fall of 1979.

In January of 1979 a committee was appointed to determine needs and procedures for implementation of the CBTE program. A five-phase long-range schedule, as described on the next page, was drawn-up, and an investigation into computer processing is now underway. Availability of materials and resources is also being looked at, together with personnel and staffing needs. It would appear that very few changes in personnel or work-load will be required for implementation by 1980 but that development of student teaching centers may necessitate more release time for one faculty person during the coming year.

The professional entity is proud and pleased to forward this document to the Faculty Senate via the Undergraduate Academic Policies Committee. It represents the collective efforts of many college faculty and other physical educators in the Greater Rochester Community. After you have had an opportunity to review these portions of the document you may wish to study the full proposal now on file in the following locations:

1. Faculty Senate Office
2. Reserve desk, Drake Library
3. Reception desk, Physical Education Administrative Wing, Tuttle North

Thank you very much for your careful consideration of this program. We look forward to discussing it with you.
CBTE IMPLEMENTATION SCHEDULE
(Revised - 4/15/79)

Phase I - (during fall semester 1979)
  a. Develop computer programming process
  b. Write descriptive materials and brochures; revise CHOICE
  c. Hold site selection workshop #1 (field-based)
  d. Revise course content in professional courses

Phase II - (during spring semester, 1980)
  a. Develop modules for liberal arts courses in major
  b. Develop modules for performance courses
  c. Revise course content in professional electives
  d. Develop course outline for continuing seminar
  e. Organize competency testing center
  f. Hold site selection workshop #2 (field-based)

Phase III - (during fall semester, 1980 - as students enroll)
  a. Develop modules not housed in specific courses
  b. Develop field-based experience courses
  c. Hold site selection workshop #3 (field-based)
  d. Organize evaluation board

Phase IV - (during spring semester, 1981)
  a. Develop materials for student teaching competencies
  b. Hold site selection workshop #4 (field-based)
  c. Evaluate semester #1

Phase V - (during summer, 1981)
  a. Evaluate semester #2
  b. Hold site selection workshop #5 (field-based)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Liberal Arts Core</th>
<th>Electives</th>
<th>Performance Courses</th>
<th>Academic Major</th>
<th>Continuing Seminar</th>
<th>Profess. Courses</th>
<th>Minor</th>
<th>Field Experiences</th>
<th>Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>2</td>
<td>9 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>3</td>
<td>9 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>4</td>
<td>3 HRS.</td>
<td>9 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>9 HRS.</td>
<td>1 HR.</td>
<td>1 HRS. (PEP 375)</td>
<td>0 HRS. (CLIN 493)</td>
<td>1 HRS. (4 MODS)</td>
<td></td>
<td>O HRS. (OBSERVATION)</td>
<td>16 HRS.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>12 HRS.</td>
<td>0 HRS.</td>
<td>2 HRS. (PEP 375)</td>
<td>1 HRS. (4 MODS)</td>
<td></td>
<td></td>
<td></td>
<td>16 HRS.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>9 HRS.</td>
<td>0 HRS.</td>
<td>2 HRS. (PEP 375)</td>
<td>1 HRS. (4 MODS)</td>
<td></td>
<td></td>
<td></td>
<td>16 HRS.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>2 HRS. (FIELD EXPOSED SEMINAR)</td>
<td>10 HRS. (STUDENT TEACHING)</td>
<td>12 HRS.</td>
<td></td>
<td></td>
<td>120 HRS.</td>
</tr>
</tbody>
</table>

Total Hours: 33 HRS. | 18 HRS. | 9 HRS. | 30 HRS. | 1 HR. | 15 HRS. | 2 HRS. | 12 HRS. | 120 HRS.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Liberal Arts Core</th>
<th>Electives</th>
<th>Performance Courses</th>
<th>Academic Major</th>
<th>Continuing Seminar</th>
<th>Profess. Courses</th>
<th>Modules</th>
<th>Field Experiences</th>
<th>Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>2</td>
<td>9 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>3</td>
<td>9 HRS.</td>
<td>3 HRS.</td>
<td>3 HRS.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>4</td>
<td>3 HRS.</td>
<td>9 HRS.</td>
<td>1 HR.</td>
<td>2 HRS. (PEP 376)</td>
<td>0 HRS. (Observation Experience)</td>
<td></td>
<td></td>
<td></td>
<td>15 HRS.</td>
</tr>
<tr>
<td>5</td>
<td>3 HRS.</td>
<td>9 HRS.</td>
<td>0 HRS.</td>
<td>3 HRS. (Clinics)</td>
<td>1 HR (4 MDs)</td>
<td></td>
<td></td>
<td></td>
<td>16 HOURS</td>
</tr>
<tr>
<td>6</td>
<td>6 HRS.</td>
<td>6 HRS.</td>
<td>0 HRS.</td>
<td>2 HRS. (PEP 376)</td>
<td>1 HR (4 MDs)</td>
<td></td>
<td></td>
<td></td>
<td>16 HRS.</td>
</tr>
<tr>
<td>7</td>
<td>3 HRS.</td>
<td>6 HRS.</td>
<td>0 HRS.</td>
<td>2 HRS. (PEP 377)</td>
<td>1 HR (Initial Field Experience)</td>
<td></td>
<td></td>
<td></td>
<td>16 HRS.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>2 HRS. (Field Based Seminar)</td>
<td>10 HRS. (Student Teaching)</td>
<td></td>
<td></td>
<td></td>
<td>12 HRS.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120 HRS</td>
</tr>
</tbody>
</table>

**TOTAL HOURS PER EXPERIENCE**

- 33 HRS.
- 18 HRS.
- 9 HRS.
- 30 HRS.
- 1 HR.
- 15 HRS.
- 2 HRS.
- 12 HRS.
- 120 HRS.
COMPETENCY BASED TEACHER EDUCATION PROGRAM

SUBMITTED BY:

PROFESSIONAL PREPARATION ENTITY
FACULTY OF PHYSICAL EDUCATION
STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK 14420
JANUARY, 1979
Competency Based Teacher Education Program
Faculty of Physical Education
State University College at Brockport
Brockport, New York 14420

Date proposal submitted: Spring, 1979
Name of college: State University of New York, College at Brockport
Names of participating public school districts:
Brighton School District
Fairport Central School District
Greece Central School District
Rochester City School District
Webster Central School District
West Irondequoc Central School District

Title of New York State Certificate to be awarded upon completion of the program:
Physical Education
Level of certificate: Provisional
Degree toward which program will lead: Bachelor of Science; Bachelor of Arts
Anticipated date of program implementation: September, 1980
Anticipated date of program completion by initial entrants: May, 1984 (May, 1982, for transfer students)
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section A</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Sheet</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section B</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>3</td>
</tr>
<tr>
<td>II. Requirement for Entrance into the Physical Education Teacher Certification Program</td>
<td>6</td>
</tr>
<tr>
<td>III. Competencies and Assessment Formats including: Competency Statements</td>
<td>7</td>
</tr>
<tr>
<td>Mean of Acquisition</td>
<td>8</td>
</tr>
<tr>
<td>Point of Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Means of Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Criteria</td>
<td>10</td>
</tr>
<tr>
<td>Assessor</td>
<td>10</td>
</tr>
<tr>
<td>Competencies and Assessment Formats</td>
<td>11-27</td>
</tr>
<tr>
<td>IV. Student Guidance</td>
<td>28</td>
</tr>
<tr>
<td>V. Program Evaluation and Management</td>
<td>30</td>
</tr>
<tr>
<td>Procedures for collecting information relative to program effectiveness</td>
<td>30</td>
</tr>
<tr>
<td>VI. Procedures for Collecting Information Relative to Competency Applicability</td>
<td>31</td>
</tr>
<tr>
<td>VII. Procedures Designed to Facilitate Program Modification</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section C</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Involvement of Pertinent Agencies</td>
<td>33</td>
</tr>
<tr>
<td>A. Personnel</td>
<td>33</td>
</tr>
<tr>
<td>B. Program Development</td>
<td>35</td>
</tr>
<tr>
<td>II. Future Responsibilities</td>
<td>38</td>
</tr>
<tr>
<td>A. Public School Personnel</td>
<td>38</td>
</tr>
<tr>
<td>B. Collegiate Personnel</td>
<td>39</td>
</tr>
<tr>
<td>III. Reservations</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendices</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Guidelines for Meeting Performance Competencies</td>
<td>43</td>
</tr>
<tr>
<td>II. Sample Assessment Instruments</td>
<td>44</td>
</tr>
</tbody>
</table>
SECTION B

I. Introduction; Conceptualization of a Physical Education Teacher

The physical education teacher must be a partner with each pupil in a helping relationship that focuses on the goals of physical education. That is, the physical education teacher:

- should be committed to physical education as a profession and to movement as a worthwhile experience; and should help each pupil gain a commitment to the value of movement activity.
- should be a skilled performer of movement; and should help each pupil toward becoming an effective, efficient and expressive mover.
- should be knowledgeable of the subject matter of physical education; and should help each pupil develop appropriate cognitive processes and learn appropriate facts, concepts and relationships.
- should have a healthy, positive self-concept; and should help each pupil to develop and maintain the same.
- should be accepting of others; and should help each pupil learn to be the same.
- should be self-assessing and self-motivated to grow and learn; and should help each pupil become the same.

Further, the physical education teacher must be prepared to fulfill the helping role through:

- a sincere concern for the needs, interest, abilities and learning styles of individual pupils.
- the effective use of interpersonal skills which allow for positive relationships with pupils and colleagues.
- the effective and appropriate use of skills and methods relating to assessment of pupils and the implementation of learning experiences.
- the effective and appropriate use of a variety of teaching styles.
- the effective use of administrative abilities designed to facilitate the learning process.
This document proposes a revised undergraduate teacher certification program which is designed to prepare physical education teachers such as that described before. The major features of the proposed program are as follows:

1. Students who complete the program plus other institutional requirements, will be granted a Bachelor of Science Degree or a Bachelor of Arts Degree, and a Provisional Certificate as a Teacher of Physical Education, Grades K-12. The program is therefore designed to articulate with and be seen in conjunction with a graduate program leading to permanent certification.

2. The program is competency based. That is, during their undergraduate preparation and prior to completion of their programs, students must demonstrate a number of specified competencies at specified levels of attainment. The competencies deal with knowledge, skills and attitudes requisite to effective teaching; the competencies are specified in advance, as are suggested means by which students may acquire the competencies, and the means by which their attainment of the competencies will be assessed. Thus, the program can fulfill students' common and often expressed needs to know precisely what they have accomplished and what is expected of them. The specification of competencies can also fulfill the need of hiring agencies to know the entrance level readiness of provisionally certified first year teachers of physical education.

3. The program was developed in concert with public school physical education teachers and administrators. It was therefore designed to reflect the current and anticipated future concerns, practices, conditions needs of the public schools for which the program will prepare professional physical educators.

4. The program was designed to be dynamic and forward looking. That is, it will hopefully be able to incorporate future changes in educational practices and philosophies by preparing teachers who can accept and deal with change, teachers who can help their pupils accept and deal with change, and teachers who will be facilitators and agents of change themselves.

5. The program is humanistic. First, one of its primary goals is the self-development of the undergraduate students it will serve. Second, the program is designed to accommodate students' individual differences in learning style, preferred mode of learning and time required to learn. Third, the program should prepare humanistic teachers who will care about and facilitate the self-development of the pupils they will eventually teach.

6. The program is current. Students completing the program will possess entrance level competencies requisite to effective teaching in physical education programs which are
supportive of and in compliance with federal and state guidelines, including handicapped and normal students regardless of sex, race, religion, marital status or age.

In Summary, students who complete the proposed program should be competent first year teachers. They should have a command of the necessary skills and knowledges dealing with physical education activities, with pupil assessment, with the planning and carrying out of instruction and with administrative practices and processes. More important, however, because of the emphasis of the proposed program on the self-development of prospective teachers, graduates of the program should have the tools and the background to be self-assessing, self-accepting, self-renewing individuals. They should therefore be more committed to physical education as a profession; more capable of, facilitative of and accepting of change; and better able to use, carry out and implement the before mentioned knowledges and skills in a humanistic manner, and with concern for the growth of each individual pupil.
II. Requirement for Entrance into the Physical Education Teacher Certification Program

Students entering the proposed program of physical education must be of at least second semester sophomore status at the State University of New York, College at Brockport with a cumulative grade point average of at least 2.0. Students must also have had experience working with children. Additionally, students must possess intermediate skill ability in at least one activity as specified in Appendix I.

Formal entrance into the program will commence with official enrollment in PED 375, Teaching Physical Education.
III. Competencies and Assessment Formats

This section details the 143 competencies which students must demonstrate to meet the requirements for Provisional Certification in Physical Education. The 143 competencies, 87 of which are to be demonstrated in on-campus settings and 56 of which are to be demonstrated in field settings, are distributed across six major competency areas. These major areas, and the sub-areas under each major area are as follows:

100 - HAS A COMMAND OF THE SUBJECT MATTER RELATED TO PHYSICAL EDUCATION
   110 - Has adequate skills and knowledge of movement description, classification, and analysis
   120 - Has adequate knowledge of participation in movement forms
   130 - Has adequate skills and knowledge of movement forms

200 - DISPLAYS CONSTRUCTIVE PERSONAL AND INTERACTIVE QUALITIES
   210 - Moves toward a constructive level of self-awareness
   220 - Engages in self-evaluation
   230 - Plans for and carries out self-improvement
   240 - Displays theoretical readiness for teaching

300 - FACILITATES MEANINGFUL ASSESSMENT OF PUPIL BEHAVIOR, KNOWLEDGE AND ATTITUDE
   310 - In regard to assessment, has a positive influence on the developing selves of pupils
   320 - Designs and conducts meaningful assessment
   330 - Adequately summarizes and interprets assessment data

400 - CAN THOUGHTFULLY AND THOROUGHLY PLAN INSTRUCTION
   410 - In regard to planning, has a positive influence on the developing selves of pupils
   420 - Selects and specifies goals, aims and objectives
   430 - Selects and develops appropriate learning experiences
   440 - Selects, develops and uses materials
   450 - Evaluates instruction and instructional design

500 - CAN SUCCESSFULLY CONDUCT AND IMPLEMENT INSTRUCTION
   510 - In regard to the conduct and implementation of instruction, has a positive influence on the developing selves of pupils
   520 - Can successfully motivate, reinforce and provide feedback to pupils
   530 - Provides for individual instruction
   540 - Uses a variety of methodologies and teaching techniques
600 - HAS THE NECESSARY ADMINISTRATIVE SKILLS AND KNOWLEDGES
   610 - Has the skills and knowledge relating to facilities and equipment
   620 - Has skills and knowledge relating to administrative practices and procedures
   630 - Has skills and knowledge relating to budgets and budget matters
   640 - Has skills and knowledge relating to public relations
   650 - Has skills and knowledge relating to supervisory functions

The 3-digit number indicates the area and sub-area to which it belongs. The decimal number attached to each competency number indicates the type of competency. If the 3-digit number is followed by .1, the competency calls for demonstration of knowledge; if the 3-digit number is followed by .2 or .3, the competency calls for demonstration of the ability to do something; if the 3-digit number is followed by .4, the competency calls for the regular and on-going demonstration of an ability, behavior or attitude. Presented with each competency is also an assessment format, including:

1. Means of Acquisition: The suggested experiences in which students might acquire the competency. The experiences include:
   a. Continuing Seminar: a seminar type experience for students beginning with entry into the program, and continuing for three or four semesters. Each seminar group will include a faculty advisor and about twenty students.
   b. Course: an unspecified college course
      - Clinic Course: Professional preparation college course focusing on the teaching/coaching of a specific sport or activity area.
      - PEP Course: Professional preparation college course
      - Major Course: College course in the academic major in physical education
      - Performance Course: College course focusing on development of skills, knowledge, attitudes relative to a specific sport or activity area.
   c. Field Experience: Experience in the public school* which is not part of the Initial Field Experience or Student Teaching.

*Public school or comparable, acceptable experience

(Throughout the document, wherever the term "public school" appears, it should be understood that a comparable, acceptable experience" may be substituted.)
d. Initial Field Experience: Prior to Student Teaching, the first teaching experience in an actual public school setting.

e. Module: An individualized learning package.

f. Personal experience: Any life experience not specified by other means of acquisition.

g. Simulation: A peer teaching or microteaching situation.

h. Student Teaching: Final teaching experience in a public school setting.

2. Point of Assessment: The point in the student's program where the competency is to be assessed. The points of assessment are:

1 - Prior to the initial field teaching experience

2 - During the initial field teaching experience

3 - Prior to student teaching

4 - During student teaching

4a - During student teaching, after a point agreed upon by the student teacher and cooperating teacher

5 - Prior to program completion

The point of assessment information for each competency also indicates whether the competency is to be assessed on the college campus (Campus) or in an actual public school setting (Field).

3. Means of Assessment: The suggested means by which the competency is to be assessed. Alternative means of assessment may be devised by college course instructors and implemented with the prior approval of the Program Coordinator. Possible means of assessment include:

a. Administration of descriptive system

b. Administration of rating scale
c. Judgment of behavior

d. Judgment of completed work (paper, project, etc.)
e. Review of course grade

f. Scoring of written exam

1. Criteria:

The specific procedures to be followed in assessing the competency and the minimum level of acceptable performance. Alternative criteria and/or procedures may be designed by college course instructors and implemented with the prior approval of the Program Coordinator.

5. Assessor:

The person or persons designated to carry out the assessment. Possible assessors include:

a. College Professional: A college faculty member designated to supervise a field experience.

b. Course Instructor: An instructor of a college course

c. DCAA: A designated competency assessment administrator; an individual designated by the Program Coordinator to be responsible for assessing one or more competencies.

d. Field Professional: A public school teacher serving as cooperating teacher, master teacher or mentor for a student during a field experience.

e. Peers: Other students in the program.

f. Self: The student himself or herself.

g. Seminar Leader: A college faculty member, serving as advisor or leader of a Continuing Seminar group.

h. Simulation Director: A college faculty member or graduate assistant responsible for directing peer teaching or micro-teaching experiences.

i. Pupils: Public school pupils in a student's field experience.
There are two types of exceptions to the required demonstrating of the competencies as specified in the description of competencies and assessment formats below:

1. In application to the Program Coordinator or Program Evaluation Committee, a student may request a waiver of any competency by verifying that the competency was gained and demonstrated in a manner other than that specified in the assessment format.

2. In application to the Program Coordinator or Program Evaluation Committee, and with the guidance of an assigned advisor, a student may either: (1) request a waiver of the requirement to demonstrate a competency because of unusual circumstances; or (2) request that one or more individually designed competencies and assessment formats be substituted for one or more of those specified below.
IV. Student Guidance

The problems to be addressed by a process of student guidance associated with the proposed program are as follows:

1. Maintaining an effective and efficient system for recording and monitoring student progress in the program;
2. Providing an effective and efficient means by which faculty and students can be apprised of student progress in the program;
3. Maintaining effective procedures for guiding and advising students.

The core of the student guidance process will be a computer-based program of record-keeping, progress monitoring, and progress reporting. The computer-based program will consist of the following features:

1. The program will maintain a continuous up-to-date record of each student's progress in completing required competencies. As competencies are completed by students, the information will be entered into the computer program. Data on completed competencies will also be retained in files in the Program Coordinator's office, or designated center.

2. A computer print-out record of the competencies completed by any student will be continuously available to the student's advisor, to the Program Coordinator and to the student. Each advisor will also be provided with such records for all his or her advisees during the designated period of student advisement each semester.

3. Each student's progress in completing competencies will be compared by the computer each semester and on other required instances, with a master control program. The master control program will contain a hypothetical description of a student's progress through the program at a minimum "normal" rate. Such comparisons will enable students, their advisors and the Program Coordinator to determine if individual students are progressing at below-"normal", "normal" or above-"normal" rates.

The primary use of the computer print-out information will occur during a designated advisement period each semester. Each student in the program will meet with his or her advisor to go over the student's printout of completed competencies and comparison with the master control program. The advisor will then help the student plan his or her experiences for the forthcoming semester(s). Such plans would normally include: the competencies to be completed; the learning experiences which would allow for completion of the competencies, and the approximate time frame for competency
assessments. Guidance during the advisement periods will also involve clarification of student questions or misunderstandings relative to the program, and attention to problems students might have in their personal or academic lives.

Problems which students may encounter during times other than the designated advisement period will be handled by consultation in an appointment with either the faculty advisor or an individual designated by the Program Coordinator.

The complete process of student guidance will also include:

1. An orientation to the program and its components. This orientation will occur during large group meetings planned each semester and during the summer. Each student will attend an orientation meeting prior to entry into the program and will also, at that time, receive complete written materials describing the program, the competencies and the assessment formats.

2. Involvement of each student in a Continuing Seminar throughout the student’s association with the program. Each Continuing Seminar will consist of a faculty advisor and approximately 20 students at representative levels of progress in the program. Through the Continuing Seminars students will be afforded mutual assistance in dealing with problems and matters related to advisement and guidance.
V. Program Evaluation and Management

To insure the continued effectiveness of the program and to honor the program's commitment to affect and deal with educational change, it is imperative that procedures be established for collecting ongoing evaluative information and for facilitating program modification based on such information. These procedures are described below.

Procedures for collecting information relative to program effectiveness

Information relative to program effectiveness will come from five sources: (1) The semesterly computer printouts comparing each student's progress with the master control program (see discussion under section on "Student Guidance", P. 28); (2) Semesterly computer analyses of each competency, designated to yield data such as the distribution of times required after the program entry for each competency to be completed, the numbers of times students had to be assessed in each competency before completing it, and the distributions of experiences during which each competency was acquired and/or assessed; (3) Reaction forms completed by all individuals involved with the program (students, college faculty, college administrators, public school personnel). The reaction forms will be designed to provide feedback on all phases of the program and would be filed with the Program Coordinator whenever an individual involved with the program encounters a problem or formulates a suggestion for improvement; (4) Follow-ups on each graduate of the program, consisting of surveys asking supervisor reports on the continued demonstration of competencies during each of the first two years of the graduate's employment as a teacher; (5) Statistics kept on graduates relative to the percentage employed in teaching and the percentage achieving permanent certification.
VI. Procedures Designed to Facilitate Program Modification

Each year, beginning with the 1979-80 academic year, the Program Coordinator will convene a meeting of the Program Evaluation Committee. The Program Evaluation Committee will be chaired by the Program Coordinator and will be additionally comprised of two college faculty involved in the program, two students in the program (initially the first year students, but one first year and one second year student thereafter), one employed graduate of the program (as soon as one becomes available), two public school teachers and two public school administrators involved in the program. The charge to the Committee each year will be to study the information resulting from implementation of the program evaluation procedures and recommend modifications on any or all components of the program, including the evaluation procedures proposed herein. The recommendations are to be forwarded to the appropriate administrators or governing bodies, depending on the extent and the focus of the recommendations. In any case, every effort should be made to implement modifications by the following September and no later than the following January.
VII. Procedures for Collecting Information Relative to Competency Applicability.

A. Completed to Date

In February, 1977 Mr. Larry Hurn, educational evaluation specialist at SUNY Brockport, assisted the college-faculty CSTE Committee in developing a questionnaire designed to evaluate the 116 competencies originally approved by the Policy Board. The questionnaire was comprised of four parts: (1) the rationale for the proposed CSTE program, (2) the 115 competency statements evaluated on a 1-6 scale (unimportant to crucial), (3) the "test of fit" or the measure of consistency between the competency statements, and (4) opportunity to include competencies which were omitted.

In March, 1977 a meeting of all SUNY Brockport Physical Education Faculty was held to explain the development of the CSTE Program and to distribute the questionnaires. Returns on the questionnaire data reflected 54% of the faculty.

Questionnaires were also distributed to the entire SUNY Brockport CSTE Policy Board. Data are available from this Board.

All questionnaire data was sorted by constituency and subjected to computer analysis. Data was used to assess the importance of each competency to the effectiveness of teaching. Using questionnaire data, faculty comments, and SUNY - Brockport CSTE Policy Board input, the competency statements were reviewed, assessed, and revised where indicated.

B. Future Procedures

Starting at the end of the 1981-82 academic year, and continuing at the end of each subsequent academic year, supervisors of each of the program graduates employed as first-year teachers will complete a survey requesting input relative to the applicability of each of the program competencies to school settings, and relative to the effectiveness of the first-year teachers in meeting the needs and requirements of employment.