NEW YORK STATE PROFESSIONAL PREPARATION COUNCIL FOR PHYSICAL EDUCATION
FALL MEETING
Thursday, September 24, 2009
Albany, NY – State Education Building, Room 201

MINUTES

[ 8:15-8:35AM ] CONTINENTAL BREAKFAST – assorted Danish, donuts, mini-muffins, coffee/tea/juice/water

[ 8:35AM ] CALL TO ORDER

Susan Dempf

- Opening Remarks – “Welcome” – Sign-in sheet sent around;
  Roster/Contact sheet for schools passed for corrections/updates;
  Peg De Furia, from Syracuse U. will be serving as the recorder today;
- Agenda and Name/School placards passed around.
- 2008 Minutes accepted – with the correction of Shawn Ladda’s first name.
- Treasurer’s Report
  - Will e-mail report to everyone
  - Currently solvent; account increasing about $300/year
  - Has all back statements and would like a volunteer to review them.
- Introduction of Members

Representative Present: Institution
Susan Dempf, President – Sage Colleges
Elaine Gregory, Past President – Roberts Wesleyan College
Peg De Furia, Recorder – Syracuse University
Ron Feingold – Adelphi University
Alisa James – The College at Brockport-SUNY
Clancy Seymour – Canisius College
Steve Silverman – Columbia University
JoEllen Bailey – SUNY-Cortland
Kathleen Gurak – Genesee Community College
Jay Cameron – Hofstra University
Trini Rangel – Houghton College
Raj Subramanian – Ithaca College
Deborah Adams – Manhattan College
Ted Keating – Manhattan College
Shawn Ladda – Manhattan College
Rhonda Clements – Manhattanville College
Doug Henneberg – Monroe Community College
Liz Kelly – Monroe Community College
Gail Tylec – Niagara County Community College
Chris Pessagno – Roberts Wesleyan College
Pat Mosher – Sage Colleges

Guest Speakers: Affiliation
Colleen Corsi – Executive Director – NYS AHPERD
Ellen Massa – Associate in Teacher Education – NYSED
Tommy Holecek – Senior Certificate Specialist, Supervisor-Transcript Evaluation Team – NYSED
Barbara Downs – College and University Evaluation Program – NYSED
Dina Sevayega – College and University Evaluation Program – NYSED
Shawn Ladda – President – NAGWS
Trish Kocialski – Associate in Physical Education – NYSED

Suggestion: For future meetings, make a sign for the door with “NYSPPCPE MEETING and time” on it.
Schools not represented:
Brooklyn College
Nassau Community College
Queens College
Queensboro Community College
St. Bonaventure University
Syracuse University

- Next year’s meeting date voted on and approved – Thursday - 9/23/2010
- Announcement: Gail Tylec (NCCC) has volunteered and been approved as the President-Elect and will serve as President in 2011 and 2012.

[ 8:47 AM ] NYS AHPERD

Colleen Corsi

- PE Profile Update
  - Currently working on Phase II with others including current AAHPERD president and SE zone rep.
  - Four (2 hour) workshops available (model) at the NYS AHPERD CONFERENCE: 11/18-20/09 – at Turning Stone Resort & Convention Center, Verona, NY; for hotel reservations call (800) 771-7711 and mention NYS AHPERD for reduced rate.
  - Discussion: What are institutions doing to implement the P.E. Profile in their classes? Sage Colleges incorporate the P.E. Profile into their methods course (secondary level), meeting 1 to 2 hrs./wk. in the gymnasium but feel this is district dependent where the city schools in particular “don’t think” they have sufficient facilities (or time). Manhattan College uses it to train students to assess using 3-D soccer with peer interaction.
  - Question: Does it still need tweaking?
  - Discussion: The assessment piece is reinforced at the community college level in particular, because 1) the culture of assessment is improving and 2) the students coming in will have gone through P.E. in their high schools using the profile. The reaction to 1-A from the students = fantastic! However, B, C, & D = not so much. Also, depends on class sizes – consider the implications of 80 students in one small gym doing the 3-D game…problematic In addition, there still exist computer problems with different programs, VISTA for example. Even so, we need to get the word out there, so more CDs would be beneficial.
  - Suggestion: NYS AHPERD has completed their commitment to the first printing – and no more CDs will be generated. However, if you still need some – ask Trish Kocialski (NYSED) for additional copies.

NOTE: The workshop scheduled for Wednesday at the conference will host a middle school teacher panel.

- Discussion: Because of NCATE, Brockport totally revised their system…removed the statistics portion and is now heavily pedagogy. They use the basic content framework and map backwards through the standards. 1-D - Exercise Prescription case study. Ron Feingold (Adelphi U.) enlightened us on the actual concept development. At the time (20 years ago) there were 12 specific areas to address including motor skills and physical aspects, but the philosophy behind it is the same – just using different details. Fitness was big back then and the idea was that by the time the student graduated, s/he could design his/her own fitness/nutrition program.

- NYS AHPERD Membership
  - Need more active participation
  - Must include your students…impress upon them that this is part of “continuous learning”
  - “Same-old, same old” is not good enough.
  - Brought flash drives of “Unique Time in History” – but was not expecting the turn-out; reviewed the PowerPoint rendition of professional life from the college experience. Highlights include: knowledge, professionalism, service and leadership; the importance of NYS AHPERD membership, NYS AHPERD Initiatives, Goals and Services. For example, NYS AHPERD:
    - has four full-time staff in the office and five consultants in the field
    - only state that hosts Physical Best Workshops (NASPE does the rest)
    - provides state education grant money for “healthy schools”
    - one of four states that own their own property/headquarters
    - advocates for local level professional development (though there are too many still out there who do not go to their zone or state conferences)
NYSPCPE Meeting Minutes 9/24/09 (Cont.)

NYS AHPERD Membership (Cont.)

 Initiatives (cont.)
 - publishes newsletter listing 160 sessions offered at Nov. conference…but we are “going green”…future spring, winter and fall mailings will be on-line.
 - Meet three times/year with fellow Executive Directors – not many disciplines have this “national” connection.
 - But when is green TOO green? Interaction is also important and stresses active participation therefore published new member services brochures with “branding” for those who want tangible evidence of getting something for their dues.
 - Maintaining teacher certification (after 5 years of teaching) – is a major responsibility and one place to attain hours toward certification is at the annual conference or the one-day workshops.
   - CHES program (national program) – designed our IDPT program after it
   - track NYS AHPERD hours at each of these events
   - local level must sit with new teachers (at National Conference) and obtain professional development hours on-line from NYS AHPERD website.
 - State AHPERDs across the country partner with the Jump Rope for Heart Program – to raise money and awareness…celebrated 30th anniversary (usually these program die within 5 years)…but funding was down 13% (usually 1%/year) due to 90% of the funds going to the American Heart Association and 10% to the National AAHPERD with 5% going back to the state who in turn sends higher % back to the zones (after expenses).
 - Must be a member to access the NYS AHPERD website.
   - Alisa James (SUNY-Brockport) has served the last six years as the student advisor – reviewed handout on Future Professionals Section of NYS AHPERD. Huge majors club advocate in attempt to get students involved in the national organization…need more professional role models as well: currently there is an obesity epidemic and school nutrition is a “hot topic” – another good reason for active, professional role models. Alisa is very passionate about her work and future developments in the profession. Sees we are at a critical cross-roads, e.g., Jay B. Nash Award – how many schools participate? Usually, it is just Brockport and Adelphi (though Cortland sent nomination last year): two years free membership and attend state conference for free…get to go to National Conference and can be used for career advancement (job interviews - for which Alisa thanked school involvement). There are additional opportunities for leadership: conferences need presiders for each session; some require their students to present; graduates and undergraduate representatives at national AAHPERD conference every other year. Emphasized telling students to attend Friday if nothing else – the students can eat free all day as part of “Follow the Leader.” Encouraged all to take membership application to copy and hand-out at their individual schools. There is also a new program (tool) used to attract people to the NYS AHPERD Conference = CVENT: need e-mail addresses for all students in your program (but make sure to check with your institution first); provide an EXCEL spreadsheet or just a list of e-mails which can be dumped into the CVENT program and the students receive automatic invitation to various events.
   - An discrepancy in membership dues was noted ($45); grad increased $5…some with old form may only submit $40. Should push for increased knowledge and emphasize continued or even lifetime membership. It is a way of staying current and the making of a good teacher.
   - Colleen Corsi stated that NYS AHPERD emphasizes being a member of NASPE as well.

NYS Conference: location is also a factor…upstate is too far from NYC. Should be rotated around the state again. Advanced notice would help as well. Cost is still a factor.
NYS AHPERD Membership (cont.)

NYS Conference (cont.)

- NYS AHPERD will try to help the NYC Zone first – currently working with some folks to that effect, though it seems NYC is doing far better than they used to in attending as the “problem” appears to be lack of interest. Suggestions: split up NYC into separate zones; form sub-committees; allow students to join zone closest to them (e.g., SE for Manhattanville) or even PA.

- RYE (next location) parking lot too small and too costly. Location and cost really do influence attendance at these meetings as well.

- Question: can NYS AHPERD save space on their website for the prep. Council?

- Response: will save a page. Jay Cameron, Clancy Seymour, Kathleen Gurak and Gail Tylec will work on sub-committee to get this page created.

[ 10:05 – 10:10AM ] - SHORT BREAK -

[ 10:15AM ] CONTENT SPECIALTY EXAM

Ellen Massa

- Spoke about the consistency in physical education teacher certification exam scores from 2003-04 until now.

  - Constructive response scores consistently lower than multiple choice

  - For physical fitness and health – there is usually a strong performance in the multiple choice responses, but constructive response is fairly weak.

  - Application of principles seems more taxing.

- Reviewed handout from preparation guide including sample scenario (pg. 49) and assured us answers are not marked on writing skills but command of content application and support statements; example of a strong response (pg. 50) and what the testing unit considers in the grading rubric (pg. 51) - what they look for in a response.

- Noted that score reports for community college programs (included in 08, pulled out in 09) are still difficult to send to two different institutions for same candidate. Ellen will try to find out how to get the community colleges back into the registration bulletin. For now, ask the four year school how your students are doing.

- Discussion: The testing group (Pearson Products) is always looking for raters – Ron Feingold has participated in the reviewer selection for essays. Pat Mosher has scored in the past, noting it was a really good process - content selected from ACSM & Physical Best - and would like to help again. However, rumor has it that writing skills are still being evaluated. One concern is that if retirees are used as raters, maybe they are not up on current techniques. We had recommended last year that this group should be referenced for creating scenarios – specifically, they should add more pedagogy.

- Ellen needs to know the specific problems and will then take them up with Pearson. Already, a committee of physical education teachers reviews the questions prior to implementing the exams. Therefore, if certain ones are out-of-date…let Ellen know. Ellen will collect e-mail address of those interested candidates and Pearson will contact the individuals personally if they meet the specific-criteria for assessment. emassa@mail.nysed.gov

- Concerns:

  - All questions were being drawn from five textbooks.

  - Scoring is reported as PASS/FAIL.

  - Student forgets to include institution, so school never gets the report.

  - Mandatory reports – program completion for those enrolled in program which goes to federal government.

  - Title II → scores for individuals but score is by institution.

  - Human Growth and Development (about 20 questions…so 90% had nothing to do with the topic). There are five sub-areas within the content framework but the actual questions do not correspond. Suggestion: Look at what each score represents and try to improve in those areas – but this is much more difficult with the PASS/FAIL option.

  - Overall score – for whole test (need a 220 to pass); numbers provided per each of five sub-areas in accordance with numbering system → criterion pressure; total score is NOT the average of the five sub-areas.
Content Specialty Exam (Cont.)

Scoring (cont.)
Ellen made note of the Teacher Certification Exam website: information in the preparation guidelines under FACULTY RESOURCES - help for teachers to prepare their students for the exam. The score is based on the total number of questions answered correctly plus the constructive response area. Sub area scores are “general indicators” and terribly confusing. An attempt was made to change the sub-area score reporting as a star (★) but Pearson could not relate it that way.

QUESTIONS:
- Any correlation between scores in tests and teaching ability?
- Community colleges are using scores/assessments for formative information and possible improvement.
- What is the time frame for revisiting and reviewing the current exam questions? Gail Tylec was on the original committee 15 years ago – any idea if the committee is scheduled to revise any time soon/ever?
- Ellen said the exam was last revised in October 2003 – but work on it started well before that. As a general rule, changes are made when the standards change.

[10:55AM] TEACHER CERTIFICATION Tommy Holecek [ Barbara Downs & Dina Sevayega ]

- Reviewed handout on changes in regulations as per the June 2009 Regents Action – check website for time line of effective date updates.
- Number of Individual Evaluations per Application – suggest get 1st evaluation, take all requirements and “get ’er done.” [eff. date: Feb 2010]
- Internship Certificates – now has $50 fee; half way through college program, teacher can work within school district for two years while completing master’s program – if drops out, certificate becomes invalid (and cannot be used at another school). [eff. date: Feb 2010]
- Eliminated Temporary Licenses (provisional; initial – non-terminal; transitional ‘B’) [eff. date: Feb 2010]
- Effective date may be too late…BEFORE, required duplicate certificate which costs $25. NOW, just change effective date on-line. Districts will be able to look on-line to check validation (and for fingerprinting clearance). [eff. date: Feb 2010]
- Time Extension – regulation amended for hose who cannot find a teaching job or pursued a different career. [currently in effect]
- Reissuance of initial and provisional certification = five years; if expired for more than two years. NOW, must retake (and pass) content/knowledge specialty tests and simplified professional development hours to 75 hours. [currently in effect]

Supplementary Certificate (passed June 2009) – to encourage movement of teachers in oversupply to areas of demand. Original sunset date of 2009 removed due to continuing shortages. Requires 30 total hours. Need 12 hours of specific area plus the content specialty exam; will have three years to get 18 more hours to complete.

No more temporary licenses.
NYSED handles all supplementary certificates. Within the 12 hours, there may be some overlap in courses. For example, 12 hours of skills would count.

Transcript Evaluation: currently NO pedagogy (methods or assessment) required. BOCES accepts any physical education designation. Only 11% of holders use transcript evaluation pathway to certification (but not for primary area – for those who already have a certificate in another area). Differs from college recommendation.

The new commissioner: is big on new pathways. Four ways to get professional certificate to complete academic requirements:

1. Complete a Master’s degree leading to a certificate in any specific (new) area. Do not have to worry about 12 hrs.
2. Complete a Masters in Physical Education or related field. If in related field, receive initial certificate; once you have three years of classroom experience → professional certificate.
3. Already have permanent or professional certificate but have not have fulfilled additional requirements. Still need content specialty exam and mentoring – but there is no statute of limitations on the academic portion…can be grad or undergrad or something from years ago. CST + 30 credits in new area.
4. If none of the above apply – must do 12 graduate credits within related field.
Teacher Certification (Cont.)

- **Program Registration:** Some physical education majors do not lead to certification: e.g. sports management, exercise physiology, sports medicine. For additional information on related fields, check the NYSED website: Topics A-Z/ education certificate/public school/people/leadership. Need 24 credits plus 6 cognates (whose subject knowledge is directly related to understanding knowledge of second subject) to total 30 hours.

- **To get previous certificate reviewed for possible additional certification** – from NYSED website: TEACH → apply for certificate menu – will not show up if you are not currently certified, however. Also, look in school catalogues or ask the department chairperson to see if any previously taken courses might apply (or are considered related fields). E.g. – with M.A. in Early Childhood (multi-subject, CTS required) with initial PE (3 years teaching) → professional certificate in both cost = $50 college recommendation + $100 transcript evaluation.

- **From GOOGLE:** Office of Teaching – NY is first on the list…TOPICS A-Z (was on right) NOW, INDEX A-Z (on left) select either letter P (professional) or M (Masters).

- **To Update:** e-mail Tommy.

- **Review of Section #4 of hand-out:** Related Master’s degrees…but what about Safety Ed? Adaptive PE? Sports Medicine?

- **Review of Section #2 on hand-out:** supplementary Bi-lingual Ed. Extensions.
  - College determines efficiency in second language
  - Must have one minimal requirement
  - Must be matriculated in Bi-lingual program
  - Must be supported by district

- **Review of back of hand-out:** Individual Evaluation/Pathway → Certification
  - Transcript evaluations will remain perpetual (never-ending)
  - Better way to go through a program

**Additional Suggestions:** [Barb and Dina]

- When designing a Master’s program consider goals and purpose of program, but must have 12 credits in content area or related subject. Also, consider state learning standards and your accrediting body (NCATE, etc.). While not required specifically for registering a program – must eventually be addressed.

- See: OTI (Office of Teaching Initiative) website – 7 areas of related subjects

- Hand-out clarification: program registration differs from transcript evaluation requirements. The new program registration application has been streamlined; new format is easier.

- Note: the dual certification job market is becoming much more competitive…20 more days and 50 more hours for 2nd (not 40 days).

[12:00PM ] **LUNCH BREAK** – ham/turkey/tuna sandwiches, potato salad, potato chips, fresh fruit, chewy cookies, coffee/tea/soda/juice/water/hot cocoa

[12:25PM] **[MEETING RESUMED]** Shawn’s Whitehouse Visit [Current NAGWS president]

- Invited to Washington to lobby for Title IX for continued support.

- Discussed questions on financial liability of NAGWS

- Will continue but in a different form…establishing a council and establishing an institute at a college/university.

- AAHPERD is struggling financially as well. Health and Dance may leave AAHPERD and merge with NASPE.

- National Women in Sports Day is in February – Clinton used to host a reception. Obama had a celebration on 6/23/09 fully embracing Title IX, past and present. Format was a one hour panel, open to 120 invited guests. Check out the [www.youtube](http://www.youtube) link for Shawn’s 51 min. 50 sec. retort – rephrasing “No Child Left Behind” to “No Child with Big Behind.”

- Cited Acosta and Carpenter’s longitudinal studies/reports:
  - Highest ever collegiate women’s participation
  - Decrease in female teams coached by females (was 90% in 1972 – not so today!).
  - Paula Summit spearheaded “What sport has meant to you.” – superfans555 on youtube.com for impact of sports on your life…

[12:30PM] **CHANGES IN PHYSICAL EDUCATION & COACHING REGULATIONS** Trish Kocia/

- **P.E. Changes:** Board of Regents approved a number of regulations over the summer…P.E. is here to stay! – one of the strongest regulations (on paper at least) among the nation.
  - Currently, Middle Schools and High Schools are o.k. – but middle schools in grade school buildings – had to follow elementary P.E. curriculum which is a drawback. 19 schools not in compliance.
  - Direction – classroom teacher must have on-going professional development by P.E. peoples (certified)
P.E. & Coaching Regulations (cont.)

- **P.E. Changes** (cont.):
  - Supervision – because of contract issues, the director of P.E. must do supervision NOT an elementary classroom teacher because they are peers.
  - Putting together sample lesson plans pushing active learning in the classroom (e.g., core subject area – integrate P.E. into the curriculum – what games do social studies kids play in Argentina – practice the dances, etc. particularly in K-3 120 minutes/week.
  - 5th and 6th – fall short…if in middle level building can follow 7-12 curriculum with certified P.E. teachers (rather than the classroom teacher) and therefore following one schedule.
  - Director of P.E. must be certified in P.E. and administration; if they do not have both, can hire a certified P.E. teacher to supervise while getting administrative certification.

- **Coaching Regulation Changes:**
  - Time-line to complete three coaching courses…2 years to get “philosophy,” other two over 3 years.
  - All on same time-line now – so 5 years to complete coursework…must have completed philosophy in 1st two years but have 4 additional years to complete next two.
  - Added another authority for extensions for lapse of service (e.g. military, pregnancy, illness) – must apply for extension.
  - Last spring, teacher certification put coaching certification on Teach System (though local BOCES) to help track non-licensed coaches/moral character issues/suspended license issues.
  - Coaches HAVE to be certified: if teaching, will probably be in system (prior to 2001 – do not have to be fingerprinted again).
  - Non-teacher coaches HAVE to be fingerprinted…registration is all done on-line now, including payment!

- **CI & IT - #4:** 5th year eligibility of students – added a sentence that chief school officer must provide documentation that accident, illness or whatever resulted in loss of education time (not just because he sat the bench for one year) asked by state (NYSPHSAA).

- **Website update (hand-out):** Everything your students need to know about P.E. certification.
  - From the main page = up to ciai/pe/ …new pieces are **bolded**.
  - Coaching guidelines have been updated

- **P.E. Profile updates:**
  - Video materials have NOT been linked: P.E. Profile would require complete rebuild to CD-rom
    - No VISTA-compatible product
    - No OFFICE 2000-compatible product
    - The technology is now outdated (and it was a 4 million dollar venture)
  - Coaching guidelines have been updated
  - 200 out of 700 school districts have not been trained in using the P.E. Profile.
  - K – 3: 120 minutes of P.E. should be DAILY not every other day. State Ed. recognized best person to teach P.E. is a P.E. certified teacher, so this program is designed to supplement (where elementary classroom teacher can teach P.E.).
  - Researched (piloted tiny sample at request of Office of State Comptroller) P.E. compliance in state and found 19 of 20 were NOT in compliance. Some not taught all days or all required minutes at elementary levels due to: 1) lack of facilities, 2) financial burden (cannot hire certified P.E. teacher) and 3) current economy woes.

**Discussion:** So what funding is available? Cannot just tell schools to come into compliance. What is NYS doing besides providing lesson plans? What about tangible resources? Some ideas include: 1) teacher toolbox on NASPE website, 2) P.E. links, 3) S&S – they are local – to put together packages for new equipment.

- All secondary programs are by “unit of study” – 180 minutes (no matter what subject area) and must average 90 minutes; so, K – 6 = 180 minutes (usually, 4th, 5th & 6th meet 3x/wk = 120 minutes); 7 – 12 = 225 minutes.
- Unless the profession is involved (i.e., “those in the know”) the burden will fall on others (e.g., politicians) who may consider just watching the CD adequate.
- Three “B” Rule: If your Brain is saturated and your Butt is saturated, time to get up and get your Body moving.

Jean Stevens – current Associate Commissioner of NYS Ed. and P.E. advocate – 19 non-compliant schools had 60 days to get up to par and sent in corrective action, so all are in compliance now. However, with the new commissioner and deputy commissioner coming into office – we really do not know where we stand.

**Physical Education** – is a planned sequential learning experience that must be taught…not just physical activity.

We – must be the lobbyists and go to the legislators and council members.
**Discussion on Physical Education matters (Cont.):**

- There continue to be many opportunities to connect and integrate P.E. with other subject areas. However, P.E. is often the first “disconnected” even from other education classes.
- Try asking for “forgiveness” instead of asking for “permission.”
- Make elementary classroom teachers your allies, not your enemies.
- **Education Compliance Law** – per direction of commissioner’s regulations: 1) must be done so schools cannot ignore it, 2) cannot ignore commissioner’s regulations, either, 3) not an option, needs to be done.
- **Trish Kocialski** – is the only NYSED person assigned to P.E. (but is not the P.E. Police) – she is our advocate, but has no authority to go to schools districts or even contact the superintendents without direction from the commissioner, though she is her to help schools come into compliance.
- **District plans MUST be on file:** 80 out of 700 have been submitted to date.
- **Suggestion:** Rather than talking about “minutes” required, we should be advocating how P.E. fits in with state goals and standards (12 themes) what kids need to know at each level in order to develop fitness plans, social skills, cultural awareness, developing life skills, life habits and physical activity…therefore, the philosophy has not changed.
- **Current programs** – may not be very efficient or effective…may be daily, but content may be lacking.
- **QUALITY, COMPREHENSIVE** Physical Education programs are needed. …so the focus should really NOT be on the “minutes.”

**Trish will accept items for the resource list.**

- **Examples:**
  - Sage – current methods classes creating interdisciplinary project = “Big Red Bin” – with all contents listed on lid.
  - Cortland – offers a one-credit course
  - Adelphi – group games course transitioned to state standards in what should be taught in P.E. classes.

**Discussion:** NYS still has certified P.E. teachers – other states do not. **The historic perspective:** 25 years ago, the American Heart Association met with P.E. teachers and AHA representatives who realized they could not provide what was really needed to keep kids fit, so they brought classroom teachers together with P.E. certified teachers to help develop a better program (from which “Physical Best” evolved), integrating physical activity, nutrition concepts, etc. 3 years ago, Nassau hosted an interdisciplinary forum that lead to a much bigger facility. WE need to educate the directors and administrators as to what P.E. should be...e.g., Southern Westchester BOCES “Teach Around.”

**ADDRESSING THE REVISED NSAPE STANDARDS:** 2008 National Initial P.E. Teacher Education Standards conflict with NYS Standards.

- **Emulating role of P.E. Teachers:** [we are stuck with this right now]
  - Seems like stepping backwards by having a “role model.”
  - Want scores for fitness just like regular classes
  - “Gray Uniform” – become fit, but never wants to go near a gym again.
- **Emulating physical fitness:** measure activity levels.
  - Physical Activity-gram
  - Fitness-gram
  - President’s Challenge
  - Develop your own – but must be maintained
- **Enhancing teaching-learning process:**
  - But it is not consistent across professions.
  - It is like being back in the 1960s!
  - Goal should be to ACHIEVE and MAINTAIN proper fitness levels (as well as skills)

**Discussion:** 2 + 2 Model (Sage Colleges) – not enough time with these students, so how do we get those students up to appropriate levels over three semesters? **Suggestion:** data collection where certain (i.e., methods) courses will not transfer (Canisius). **NCATE** – requires everyone do the same assessment – so swimmers and runners may both be considered physically fit using same method. **Suggestion:** give fitness test to show how to administer test, not for the purpose of telling them whether or not they can teach (Adelphi), yet, they should know their strengths and weaknesses. **What is the purpose of the fitness test?** NASPE insisted if students could not pass the fitness test – they could not teach. (i.e., Manhattanville College – has former professional players but due to injury or time, cannot pass the fitness exam YET, they are excellent teachers.). Programs get to decide what they want in the content – BUT, NASPE demands there is only one way to assess. **Suggestion:** Consider one’s physically active lifestyle – where they are now,
Discussion on NASPE Standards and fitness testing (Cont.):

where they should be by the time they graduate. Maybe they cannot do certain skills, but they may still be able to teach them! There should be a provision for existing conditions and/or injuries.

**Suggestions:** Must be counseled in (or out-of) the profession – 1) have to be able to perform the skills, 2) content knowledge is important (Brockport). Must be successful in P.E.; must meet certain effectiveness level in all three domains – cognitive, physical and emotional (Canisius). Impact on students may be a more worthy justification (Hofstra). **Reminder:** New initiatives, innovations are hot ticket items (i.e., creativity over elite athlete types, passion for the field, grounds against standardized tests because values and respect for others are left by the wayside. It is embarrassing that NASPE weighs so heavily on physical fitness rather than teaching ability, empathy and creativity. Those who are proficient are more likely to not participate later in life because they are not at that level any longer; it is no longer the same and it is not as enjoyable. The likelihood of an obese P.E. graduate getting a job are not as high as someone who “looks the part” – and talks a good story (Adelphi).

- NASPE has sample rubrics – meets or exceed national, state or program level testing – but who determines the standard? What are the parameters? What is acceptable? Unfortunately, they take the “You’ll know it when you see it” attitude. It is truly a shame that in the hard sciences, for example, they want their participants to be successful – whereas ours is currently “guessing.”
- Rockport Walk Test is currently in use for 17-30 year olds…but what about non-traditional students coming back in their 50s?
- Fitness-Grams …much is driven by NCATE – the process and NASPE – SPA reports.
- SUNY Cortland Department Chair and president-elect of NASPE: helped design the 2008 standards.
  - Suggests use of mentors – having awareness of where the students start, what they need to improve and then mentors “coach” them in weaker areas.
  - Various check points involved – but at the transition point – what if the student does not meet the standards?

**Discussion:** Must pass fitness test initially…but trying to change so everyone passes Physical Best (Brockport). Not spending so much time on skills – instead, use skills as a lab (using more advanced students to do the teaching), teaching them how to perform and administer the testing, but not excluding any students if they are unsuccessful (Adelphi).

NCATE intent – continuous improvement in programs; ripple down effect = transformation initiates continuous improvement in teaching skills.

NASPE – must administer pre-and post-testing through Checkpoints 1-3 (student teaching)

NCATE – must integrate assessments within classes; looks at each unit (must show progress); might deep six the advanced SPA.

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**PLANNING AHEAD:**

Susan Dempf

1) Gail Tylec will serve as president-elect and then president after next year – Dempf (nom.); Seymour (2nd); approved.
2) Gail will work on website link with sub-committee.
3) E-mail agenda items to Susan.

[2:35PM] MEETING ADJOURNED

Respectfully Submitted:
M.L. De Furia (Syracuse University)
NYSPPCPE – Recorder
1/7/10