



## PROFESSIONAL TEACHING STANDARDS BOARD

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### PTSB State Review University of Wyoming Physical Education Endorsement Program

Date of Review: February - March 2023

Program Type: Initial Licensure

Grade Levels: K-12

Degree at Completion: Bachelor's degree in Physical Education

PTSB Endorsement Area: Physical Education

Report Submitted by: Brendan O'Connor, Executive Director

### Program Approval Recommendation to the Board

### Continued Program Approval

### Recommended Timeline for Approval

The program will retain state approval until its next scheduled program review in the 2029-2030 academic year.

### Program Summary

The Division of Kinesiology and Health physical education (PHET) program is committed to the prospective teacher as an individual and as a professional as well as to the profession of physical education and its role in schools.. The program views the following outcomes as desirable aims for the initial physical educator: safe and enjoyable participation, skill development, and the promotion of fitness and wellness, as well as enhancing personal growth and fostering interpersonal relationships. Throughout the program, teacher candidates will be educated in performing and teaching a wide variety of activities from the movement core across the K-12 span. Candidates will also repeatedly encounter an emphasis on assessment techniques, communication skills, and professional collaboration.



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Admission to the PHET program is a competitive process. Applicants meeting minimum requirements are not guaranteed admission to the last four semesters of the program. The application deadline for fall semester admission is April 15. A maximum of 20 students are admitted to the professional program in PHET each fall semester. Other entrance requirements are earning a minimum 2.75 GPA (preferred GPA of 3.0), a minimum of 60 documented contact hours with children/youth in a movement setting, an interview and an essay. Graduates of the PHET program who apply for initial licensure in physical education in Wyoming must successfully complete (score 148 or higher) the Educational Testing Service (ETS) PRAXIS II Series Content Knowledge test in Physical Education (5091). This is a program completion requirement, not a licensing requirement.

## Program Enrollment

The chart below displays the number of candidates enrolled in the program and the number of candidates who completed the program during the academic year. Keep in mind that differences in the numbers are based on those enrolled being at different stages in the program – some have just started, some are in the midst of the program, some are nearing completion of the program, and some never complete the program.

Academic Year	# of Candidates Enrolled	# of Program Completers
2019	11	11
2020	14	14
2021	12	12
2022	17	17

The program did not provide clarification on the similarity among candidates enrolled and completers of the program

## Status of Meeting Standards

Adapted Physical Education National Standards (APENS) 2018 PTSb Rules & Regulations Ch. 4 Section 4		Rating
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 preK-12 physical education program.	Met
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.	Met



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3 Planning and Implementation	Physical education candidates apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.	<b>Met</b>
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.	<b>Met</b>
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.	<b>Met</b>
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.	<b>Met</b>

Overall the team found sufficient evidence the program is meeting the Physical Education national standards. The report included details about program curriculum, candidate performance, assessments used, and a variety of candidate learning experiences. Reviewers noted the ease of reading the report, and the clarity of tables and descriptions.

For Standard 3 - Planning and Implementation, one reviewer noted that state student standards for physical education could be incorporated to provide candidates more familiarity with the expectations of students in schools. For Standard 4 - Instructional Delivery and Management, while most reviewers noted the variety of experiences, including peer teaching, self-analysis, and incorporating technology, one reviewer noted that candidates could benefit from additional “best practice” teaching techniques and strategies.



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### Summary of Strengths

- Well-rounded program with many measures to assess teacher candidates, to assess students, and for candidates to assess themselves.
- The program holds their candidates to a high standard of excellence. Well laid out and planned evolution of curriculum in place for the aspiring Physical Education teacher.
- The Program Report included a great deal of information including rubrics, assessment results, and benchmarks that thoroughly described how each standard was met.

### Areas for Consideration

- Consider ways to incorporate state standards for students as candidates are developing lesson and unit plans. This would provide awareness of these standards and relevant materials for them to refer to once employed. Reviewers did not see this documented if it is occurring in the program.
- Consider having teacher candidates research professional physical education organizations, or other related organizations, as resources to bring into their own classes. Or the program could incorporate these organizations into the courses to model how to use available resources that candidates and students may not be aware of.

### Concerns for possible follow-up by the Professional Teaching Standards Board

None reported