



**North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)**

COVER SHEET

- 1. Institution's Name:** Mayville State University
- 2. Date Submitted:** December 31, 2025
- 3. Preparer of this Report:** Scott Parker
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- 4. CAEP/State Coordinator:** Dr. Brittany Hagen
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- 5. Name of Institution's program:** Physical Education B.S.Ed.
- 6. Grade levels for which candidates are being prepared:** 5th - 12th Grade
- 7. Degree or award level (select one)**
 - a. Initial**
 - i. Baccalaureate
 - ii. Post Baccalaureate
- 8. Is this program offered at more than one site?**
 - a. Yes**
 - b. No**
- 9. If your answer is yes to the above question, list the sites at which the program is offered:**
- 10. Program report status (check one):**
 - a. Initial Review**
 - b. Continuing Review**
 - c. Focused Visit**

All course syllabi and aligned assessments can be found here: [Physical Education BSEd](#)



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three years of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Physical Education B.S.Ed.

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2022-2023	17	2
2023-2024	21	10
2024-2025	16	6

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

a. X **Option 1:** Complete the Curriculum Exhibit Form below. Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.

Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for each program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)



Institution: Mayville State University	Major: Physical Education B.S.Ed.	
Total credits required for degree: 122 credits		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36 credits	Credits Required: 45 credits	Credits Required: 41 credits
Communication: 9 credits <ul style="list-style-type: none"> ENGL 110 College Composition I (3) COMM 110 Fund of Public Speaking (3) ENGL 120 College Composition II (3) OR ENGL 125 Business & Tech Writing (3) Computer Information System: 1 credit <ul style="list-style-type: none"> CIS 175 Information Literacy (1) Humanities: 6 credits <ul style="list-style-type: none"> Selected by teacher candidates (6) Social Science: 9 credits <ul style="list-style-type: none"> GEOG 103 Multictrl Wrld, Glbl Issues (3) PSYC 111 Intro to Psychology (3) Selected by teacher candidate Mathematics: 3 credits <ul style="list-style-type: none"> MATH 103 College Algebra (3) OR MATH 104 Finite Math (3) Science: 8 credits <ul style="list-style-type: none"> BIOL 111/111L or BIOL 150/150L (4) BIOL 220/BIOL 220L (4) 	<ul style="list-style-type: none"> HPER 100 Concepts of Fitness & Wellness (2) HPER 160 Team Sports (1) HPER 200 Technology in HPER (1) HPER 206 Social/Folk Dance (1) HPER 207 Prevention & Care Of Injuries (3) HPER 209 Rhythms and Tumbling (1) HPER 210 First Aid and CPR (1) HPER 217 Personal & Community Health (3) HPER 219 Lifeguard Training (1) HPER 222 Nutrition (3) HPER 233 Individual Fitness (2) HPER 310 Found-Hist Health/PE/Sports (2) HPER 319 Health & Phy Ed In Elem Schl (2) HPER 333 Adapted Physical Education (2) HPER 350 Motor Learning (2) HPER 370 Fitness/Sports Teaching Tech. (3) HPER 402 Exercise Physiology (3) HPER 415 Eval of Psychomotor Perform (3) HPER 440 Org & Admin Of Phy Ed/Athletic (2) HPER 441 Applied Kinesiology (3) HPER 476S-B Comp Review/Exam-PE (1) <p>Select from the following (1 credit):</p> <ul style="list-style-type: none"> HPER 130 Spring Outdoor Pursuits (1) HPER 131 Fall Outdoor Pursuits (1) <p>Select from the following (2 credits):</p> <ul style="list-style-type: none"> HPER 120 Racquet Sports (1) HPER 135 Golf (1) HPER 153 Recreational Sports (1) 	<ul style="list-style-type: none"> EDUC 250 Introduction To Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learning & Mgmt (2) EDUC 380 Teach English Lang Learners (2) EDUC 381 Human Relations/Cult Diversity (2) EDUC 390 Special Needs in Inclusive Env (3) EDUC 400 Student Teaching (10) EDUC 401 Elctrnc Portfolio/Assess/Semin (2) EDUC 401S Pre-Student Teach Seminars (1) EDUC 422 Educational Assessment (2) EDUC 426 Reading in the Content Area (2) EDUC 480 General Methods Sec Educators (3) EDUC 480L General Methods Field Exp (1) EDUC 482 Secondary Methods Health/PE (3) PSYC 255 Child & Adolescent Psychology (3)
Total: 36 credits	Total: 45 credits	Total: 41 credits

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

North Dakota Education Standards and Practices Board Initial Program Report Preparation of Physical Education Teachers (12-22) (2-23)(2-24)

3. Descriptive Information about the Program: Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards, the Physical Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact K-12 learners. Physical Education BSEd candidates typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the Teacher Education handbook, with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Physical Education BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a cleared background check to ensure readiness for clinical experiences that occur through the remainder of the program.

Once admitted, Physical Education BSEd candidates progress through a sequence of professional education and methods courses that embed clinical field experiences in diverse settings. These experiences are designed to help candidates apply research-based instructional strategies, develop cultural competence, and integrate technology into teaching. Throughout the program, candidates develop an electronic capstone portfolio aligned to program Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as learner development, content, instructional practice, and professional responsibility. Professional development seminars and reflective exercises are infused across coursework to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Physical Education BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. They must also earn grades of "C" or higher in all methods and professional education courses. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

The Physical Education BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience in an accredited school, paired with EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes through lesson planning, classroom management, and reflective practice under the guidance of cooperating teachers and university supervisors. Successful completion of student teaching, portfolio presentation, and required Praxis Subject Area and Principles of Learning and Teaching exams ensures candidates are prepared for licensure and entry into the teaching profession. This progression from foundational coursework to integrated clinical practice reflects Mayville State's mission to prepare educators who are reflective, competent, and committed to lifelong learning.

4. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes. The following changes have occurred in the program since the last comprehensive review in 2018. A rationale for each decision is provided:

- HPER 217 Personal and Community Health was changed from a 2-credit course to a 3-credit course to increase content as it relates to mental health and other current issues in personal and community health.
- HPER 100 Concepts of Fitness & Wellness, HPER 200 Technology in HPER, and HPER 210 First Aid and CPR were moved from the prerequisites to the core. These courses were moved to the core courses to ensure every Physical Education candidate builds a strong foundation in fitness and wellness, technology integration, and essential safety skills. These areas are critical for meeting program standards and preparing candidates for real-world teaching responsibilities.
- HPER 200 technology in HPER was added to improve understanding of emerging technology in Health and Physical Education.
- HPER 402 Exercise Physiology was changed from a 4-credit course to a 3-credit course following a thorough review of its learning objectives, required competencies, and alignment with professional standards. Faculty determined that the essential content could be delivered effectively within a 3-credit structure without compromising rigor or student outcomes.
- Professional Education Course requirements changed:
 - EDUC 482 Secondary Health and Physical Education Methods (2 credits) and EDUC 398 Field Experience (1 credit) were merged into a single 3-credit EDUC 483 Secondary Health and Physical Education Methods course to create a more integrated learning experience that combines pedagogical theory with practical classroom application. This restructuring eliminates redundancy and allows students to apply methods of instruction directly within their field experience component in a cohesive course structure with the same instructor/mentor.:
 - EDUC 401S Pre-Student Teaching Seminar was changed from 0 credits to 1 credit to accurately reflect the preparatory work students complete as they transition into



North Dakota Education Standards and Practices Board Initial Program Report Preparation of Physical Education Teachers (12-22) (2-23)(2-24)

student teaching, ensuring they receive appropriate academic recognition for their efforts.

- EDUC 381 Human Relations and Cultural Diversity was reduced from 3 credits to 2 credits to align with state licensure requirements while recognizing that diversity content is now intentionally embedded throughout multiple courses in the teacher education program, eliminating unnecessary redundancy.
- EDUC 480 General Methods was reduced from 4 credits to 3 credits in response to university administration's directive to move toward a 120-credit minimum for all programs, promoting greater efficiency in program delivery while maintaining essential content coverage.

5. Field & Clinical Experiences:

Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Several professional education courses provide Physical Education BSEd candidates with school-based practicum experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in K-12 schools. Clinical Experiences and Student Teaching Experiences are an integral part of the professional education program as they are designed to help our candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure Physical Education BSEd candidates are assigned to multiple settings, which increases the amount and types of diverse K-12th grade students with which candidates interact. Information on experiences is managed through the Field Placement database to assist in making informed decisions about where to place candidates. It is not likely candidates will be placed in schools in which they have attended to ensure diverse perspectives. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family). The table below indicates the early and final clinical experiences our Physical Education BSEd candidates participate in and the total number of hours.

Program	Early Field Experiences Observation = (O) Practicum = (P)	Final Clinical Experience (Student Teaching)	Total Hours
Secondary Physical Education	EDUC 250 – 25 virtual hours (O) HPER 319 – 1 hour (O) HPER 319 – 1 hour (P) EDUC 480L – 30 hours (P) EDUC 482 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 5-12; 600 hours	687



**North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)**

SECTION II: RESPONSE TO STANDARDS

1. Areas of Weakness from Prior Review: How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

During the previous review in 2019, content reviewers indicated the Physical Education program met the following standard with weakness: *08025.4 Management and Motivation: The program requires study of individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities, encouraging positive social interaction, active engagement in learning, self-motivation, use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students.* The ESPB Program Approval Standards for Physical Education were revised in 2024, and therefore, this standard is no longer applicable. However, the EPP did provide a detailed response in this program review to describe how current coursework in the Physical Education program aligns to standard 08025.2 Instructional Delivery and Management which is mostly closely aligned with the former standard that was met with weakness.

2. Course/Assessment Matrix:

- Complete the matrix below.
 - List courses that address each of the ESPB standards for your program.
(All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard.
(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard
(For example, identify course objectives, activities and related experiences.)

All course syllabi and aligned assessments can be found here: [Physical Education BSEd](#)

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)
<p>08025.1</p> <p>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 preK-12 physical education program.</p> <p>Components - Candidates will:</p> <p>1.a Describe and apply common content knowledge for teaching preK-12 physical education.</p> <p>1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.</p> <p>1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.</p> <p>1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.</p>	<p>HPER 100 Concepts of Fitness & Wellness HPER 160 Team Sports HPER 200 Technology in HPER HPER 207 Prevention & Care of Injuries HPER 209 Rhythms and Tumbling HPER 210 First Aid and CPR HPER 217 Personal & Community Health HPER 219 Lifeguard Training HPER 222 Nutrition HPER 310 Found-Hist Health/PE/Sports HPER 350 Motor Learning HPER 370 Fitness/Sports Teaching Tech HPER 402 Exercise Physiology HPER 415 Eval of Psychomotor Perform HPER 440 Org & Admin of Phy Ed/Athletic HPER 441 Applied Kinesiology HPER 476S-B Comp Review/Exam-PE EDUC 380 Teach English Lang Learners EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 426 Reading in the Content Area EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 482 Secondary Methods Health/PE PSYC 255 Child & Adolescent Psychology</p>	<ul style="list-style-type: none"> • Praxis Content Exam • CUM GPA • EDUC 400 STOT • EDUC 480L STOT • EDUC 482 STOT • HPER 476S-B Exam • EDUC 482 Unit Plan



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.		
1.f Describe the historical, philosophical and social perspectives of physical education issues and legislation.		

Narrative: The Physical Education program at Mayville State University comprehensively addresses North Dakota ESPB standard 08025.1 through a series of courses that build essential knowledge for effective PreK-12 physical education instruction. Foundational coursework begins with HPER 100 (Concepts of Fitness & Wellness), introducing students to overall wellness concepts with laboratory experiences in fitness evaluation and program development. HPER 310 (Foundations and History of Health, Physical Education, and Sports) establishes the historical, philosophical, and social perspectives required by the standard, while HPER 217 (Personal & Community Health) and HPER 222 (Nutrition) expand understanding of health dimensions and nutritional principles essential for comprehensive physical education programming.

Students develop content knowledge through activity-based courses including HPER 160 (Team Sports), which focuses on performance development and game strategies across various team sports, and HPER 209 (Rhythms and Tumbling), which addresses fundamental movement patterns and motor development for elementary and middle school physical education. Safety and emergency response preparedness are emphasized through HPER 210 (First Aid & CPR), HPER 207 (Prevention & Care of Injuries), and specialized courses like HPER 219 (Lifeguard Training). These courses ensure candidates can create and maintain safe learning environments while understanding injury mechanisms, classifications, and appropriate prevention strategies. HPER 210 (First Aid & CPR) also offers teacher candidates a certification opportunity.

Physiological and biomechanical concepts are thoroughly addressed through science-based coursework including HPER 402 (Exercise Physiology), which examines the effects of exercise on human physiology with laboratory activities assessing adaptations, and HPER 441 (Applied Kinesiology), which focuses on the anatomical basis of human movement with emphasis on sport-related applications. Motor learning, psychological principles, and motor development theory are covered through HPER 350 (Motor Learning), which improves instructional quality through understanding research trends and teaching methods in motor learning, and HPER 415 (Evaluation of Psychomotor Performance), which provides experience in



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

constructing and analyzing knowledge, fitness, and skill tests. PSYC 255 (Child and Adolescent Psychology) ensures candidates understand developmental stages from conception through early adulthood with emphasis on cognitive, physiological, social, and emotional development.

Physical education instructional skills are enhanced when teacher candidates take HPER 200 (Technology in HPER), which develops proficiency in using technology to improve learning in health and physical education settings, and HPER 370 (Fitness/Sports Teaching Techniques), which provides knowledge and skills for concept-based fitness program development and implementation. HPER 370 also affords teacher candidates a certification opportunity through SHAPE America, Physical Best Certification.

HPER 440 (Organization and Administration of Physical Education and Athletics) prepares candidates with policies and procedures for program administration at elementary and secondary levels. The education sequence, including EDUC 380 (Teaching English Language Learners), EDUC 422 (Educational Assessment), EDUC 426 (Reading in the Content Area), EDUC 480/480L (General Methods for Secondary Educators), and EDUC 482 (Secondary Methods for Health and Physical Education), ensures candidates can effectively integrate content knowledge with appropriate pedagogical approaches to meet diverse student needs.

The curriculum culminates with practical application through EDUC 400 (Student Teaching), a 15-week supervised experience in accredited schools where candidates collect and analyze data on student learning and engagement while completing service-learning projects. Throughout the program, candidates build toward HPER 476S-B (Comprehensive Review/Exam - Physical Education), which ensures they have mastered all standard components before program completion. This comprehensive approach, from foundational concepts through specialized content, scientific principles, teaching methodologies, and applied experiences, ensures graduates possess the content and foundational knowledge required by North Dakota ESPB standard 08025.1 to deliver effective physical education programming across PreK-12 settings. The program's integrated approach to historical, philosophical, and social perspectives, combined with scientific and theoretical foundations, prepares candidates to understand and navigate physical education issues and legislation in their professional practice.

Instructional delivery and management skills are assessed through theoretical and performance-based measures. The Praxis Principles of Learning and Teaching Exam evaluates foundational knowledge of instructional processes, diverse learners, and educational psychology essential for effective pedagogy. STOT (InTASC) Evaluations during EDUC 480L (beginning), EDUC 482 (middle), and EDUC 400 (final semester) track developing ability to implement communication strategies, demonstrations, transitions, behavior management, and feedback in real classroom settings. These evaluations, completed by candidates, mentor teachers or cooperating teachers, university supervisors, and instructors, provide



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

multiple perspectives on pedagogical skill development. The EDUC 482 Unit Plan demonstrates candidates' ability to design instruction incorporating effective communication, instructional cues, behavior management, and assessment methods aligned with objectives, demonstrating readiness to engage students through skilled instructional delivery and management.

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

<p>08025.2</p> <p>Standard 2. 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.</p> <p>Components - Candidates will:</p> <p>2.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.</p> <p>2.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.</p> <p>2.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.</p> <p>2.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.</p>	<p>HPER 200 Technology in HPER HPER 209 Rhythms and Tumbling HPER 233 Individual Fitness HPER 210 First Aid and CPR HPER 319 Health & Phy Ed In Elem Schl HPER 333 Adapted Physical Education HPER 370 Fitness/Sports Teaching Tech. EDUC 272 Educational Technology EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 426 Reading in the Content Area EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp</p>	<ul style="list-style-type: none"> • Praxis PLT Exam • EDUC 482 Unit Plan • EDUC 482 STOT • EDUC 480L STOT • EDUC 400 STOT
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North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

2.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

Narrative: The Mayville State University Physical Education program thoroughly addresses ESPB standard 08025.2 through a comprehensive curriculum that develops candidates' instructional delivery and management skills. Beginning with foundational technology integration, HPER 200 (Technology in HPER) develops understanding of how technology enhances learning in physical education settings, while EDUC 272 (Educational Technology) further strengthens candidates' proficiency with instructional technologies aligned with ISTE standards. These technological foundations are complemented by content-specific instructional approaches in HPER 209 (Rhythms and Tumbling), which prepares candidates to manage motor development through fundamental movement activities, and HPER 233 (Individual Fitness), which emphasizes developing personal lifestyle changes that promote health and wellness. Safety management is reinforced through HPER 210 (First Aid & CPR), ensuring candidates can maintain safe learning environments through knowledge of emergency procedures and injury prevention.

The program develops candidates' pedagogical skills through specialized coursework focused on effective teaching methodologies. HPER 319 (Health and Physical Education in the Elementary School) specifically addresses the instructional process for elementary education, including peer teaching experiences and implementation of age-appropriate activities. HPER 370 (Fitness/Sports Teaching Techniques) builds on this foundation by providing knowledge and skills for developing concept-based fitness programs, incorporating health-related fitness and lifetime activities into comprehensive physical education programs. Through these courses, candidates learn verbal and nonverbal communication strategies, proper demonstrations and explanations, and effective managerial skills that enhance student learning in physical education settings.

Creating inclusive learning environments is emphasized through courses that address diverse student needs. HPER 333 (Adapted Physical Education) provides theoretical and practical knowledge for adapting activities for students with disabilities, including referral, assessment, planning, and placement procedures. EDUC 380 (Teaching English Language Learners) prepares candidates to support language learners through strategic instructional decisions, while EDUC 381 (Human Relations and Cultural Diversity) engages candidates in analyzing sociocultural dimensions that influence the educational process across diverse populations, including specific attention to Native American tribes of North Dakota. EDUC 390 (Special Needs in an Inclusive Environment) further strengthens candidates' ability to identify students with special needs and modify curriculum according to individual education plans, ensuring physical education instruction is accessible to all students.



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

The program reinforces candidates' ability to analyze motor skills and provide effective feedback through assessment-focused coursework. EDUC 422 (Educational Assessment) equips candidates to implement various assessment tools for measuring learning outcomes, using both formative and summative approaches to collect evidence of student learning. EDUC 426 (Reading in the Content Area) emphasizes instructional strategies that support comprehension across content areas, with participation in teaching demonstrations to reinforce effective communication techniques. EDUC 480 (General Methods for Secondary Educators) prepares candidates to craft effective lessons, design varied instruction and conduct formative assessment through conceptual approaches such as understanding by design and differentiated instruction. These courses collectively develop candidates' ability to analyze performance, provide constructive feedback, and adjust instruction to enhance student learning.

Practical application of these instructional skills occurs through structured field experiences, culminating in EDUC 400 (Student Teaching), where candidates engage in 15 weeks of supervised teaching experience in their major area. This capstone experience requires candidates to collect and analyze data on student learning and engagement. EDUC 480L (General Methods Field Experience) provides earlier opportunities to observe cooperating teachers, examine professional teaching practices, and receive feedback on instruction through pre and post conferences. Through these field-based experiences, candidates demonstrate their ability to implement transitions, routines, and positive behavior management strategies that create safe, supportive, and engaging learning environments. The program's strategic progression from foundational knowledge through specialized methodology to authentic application ensures graduates possess the pedagogical skills, communication strategies, and management techniques required by ESPB standard 08025.2 to effectively engage students in meaningful physical education learning experiences.

Instructional delivery and management skills are assessed through theoretical and performance-based measures. The Praxis Principles of Learning and Teaching Exam evaluates foundational knowledge of instructional processes, diverse learners, and educational psychology essential for effective pedagogy. STOT (InTASC) Evaluations during EDUC 480L (beginning), EDUC 482 (middle), and EDUC 400 (final semester) track developing ability to implement communication strategies, demonstrations, transitions, behavior management, and feedback in real classroom settings. These evaluations, completed by candidates, mentor teachers or cooperating teachers, university supervisors, and instructors, provide multiple perspectives on pedagogical skill development. The EDUC 482 Unit Plan demonstrates candidates' ability to design instruction incorporating effective communication, instructional cues, behavior management, and assessment methods aligned with objectives, demonstrating readiness to engage students through skilled instructional delivery and management.

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

<p>08025.3</p> <p>Standard 3. Planning and Implementation</p> <p>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.</p> <p>Components - Candidates will:</p> <p>3.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.</p> <p>3.b Plan and implement progressive and sequential content that aligns with short- and long-term plan objectives and that addresses the diverse needs of all students.</p> <p>3.c Plan for and manage resources to provide active, fair and equitable learning experiences.</p>	<p>HPER 100 Concepts of Fitness & Wellness HPER 200 Technology in HPER HPER 206 Social/Folk Dance HPER 209 Rhythms and Tumbling HPER 219 Lifeguard Training HPER 319 Health & Phy Ed In Elem Schl HPER 333 Adapted Physical Education HPER 350 Motor Learning EDUC 250 Introduction To Education EDUC 290 Theories of Learning & Mgmt EDUC 380 Teach English Lang Learners EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 426 Reading in the Content Area EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 482 Secondary Methods Health/PE</p>	<ul style="list-style-type: none"> ● Praxis Content Exam ● Praxis PLT Exam ● EDUC 482 Unit Plan ● EDUC 400 STOT ● EDUC 480L STOT ● EDUC 401 Portfolio
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North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

<p>3.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.</p> <p>3.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).</p> <p>3.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.</p>		
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Narrative: Our Physical Education BSEd program comprehensively addresses ESPB standard 08025.3 through a curriculum that develops candidates' ability to plan and implement developmentally appropriate learning experiences aligned with national, state, and local standards. Foundational planning skills begin with HPER 100 (Concepts of Fitness & Wellness), where students learn to design fitness programs with specific guidelines and explore different methods of improving health through both theoretical and laboratory experiences. Subject-specific planning is developed through specialized content courses including HPER 206 (Social/Folk Dance), which covers diverse dance styles from international and American folk-dance traditions, and HPER 209 (Rhythms and Tumbling), which addresses curriculum development for fundamental movement activities. HPER 219 (Lifeguard Training) further extends candidates' planning capabilities through specialized instruction in aquatic environments, ensuring they can create appropriate learning experiences across varied physical education settings.

Technology integration, a key component of Standard 08025.3, is explicitly addressed through HPER 200 (Technology in HPER), where candidates develop understanding of how technology enhances learning in physical education settings and demonstrate proficiency with hardware and software applications. This technological foundation supports candidates' ability to plan learning experiences that require students to use technology appropriately, as specified in the standard. EDUC 250 (Introduction to Education) introduces candidates to the structure of educational systems and current trends in curriculum and instruction, providing a contextual framework for planning aligned with educational standards. EDUC 290 (Theories



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

of Learning and Management) strengthens candidates' understanding of how learning occurs and how to make instructional decisions that respect individual strengths and needs, supporting the metacognitive strategies emphasized in the standard.

The program develops candidates' ability to address diverse student needs through specialized coursework focused on differentiated instruction. HPER 333 (Adapted Physical Education) specifically prepares candidates to understand referral, assessment, planning, and placement procedures for teaching students with disabilities in physical fitness and gross motor skills, emphasizing both theory and practical applications. EDUC 380 (Teaching English Language Learners) enhances this preparation by providing strategies to assist language learners based on proficiency levels and development standards. HPER 319 (Health and Physical Education in the Elementary School) focuses on the instructional process and program implementation for teaching physical education objectives, including peer teaching of lesson plans that incorporate personal health skills, motor skills, lifetime activities, and sport skills. These courses collectively prepare candidates to plan for and manage resources that provide active, fair, and equitable learning experiences through individualized instruction for diverse student needs.

Assessment-informed planning is emphasized through EDUC 422 (Educational Assessment), which equips candidates to implement various assessment tools for desired learning results and use assessment data to improve teaching and learning through data-based decision-making. HPER 350 (Motor Learning) enhances candidates' understanding of research problems, trends, and teaching methods in motor learning, supporting their ability to plan experiences that engage learners in metacognitive strategies to analyze their own performance results. EDUC 426 (Reading in the Content Area) develops candidates' ability to implement research-based instructional strategies across content areas, with participation in teaching demonstrations that reinforce effective planning approaches. These courses support candidates' ability to design short- and long-term plan objectives with progressive and sequential content, as required by the standard.

The program culminates with opportunities to apply planning and implementation skills in authentic educational settings. EDUC 480 (General Methods for Secondary Educators) prepares candidates to design high-quality instruction through conceptual approaches including understanding by design, differentiated instruction, and universal design for learning. EDUC 482 (Secondary Methods for Health and Physical Education) specifically addresses discipline structures, key concepts, and methodology for physical education, requiring candidates to create content-specific instructional units that demonstrate knowledge and skill sets necessary for effective teaching. EDUC 480L (General Methods Field Experience) provides a 30-hour field placement where candidates can observe cooperating teachers, examine professional teaching practices, and teach at least one lesson with feedback. Finally, EDUC 400 (Student Teaching) offers a 15-week supervised teaching experience where candidates collect and analyze data student learning, implement engaging lessons, and reflect on their professional practice. Through this comprehensive progression from foundational



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

planning skills through specialized methodology to authentic application, the program ensures candidates possess the planning and implementation abilities required by ESPB standard 08025.3 to effectively design and deliver developmentally appropriate physical education learning experiences for all students.

Planning and implementation abilities are verified through multiple measures. The Praxis Content Exam ensures candidates possess foundational and specialized content knowledge for effective planning, while the Praxis Principles of Learning and Teaching Exam assesses understanding of human development, learning processes, and diverse learners critical for developmentally appropriate planning. STOT (InTASC) Evaluations during EDUC 480L (beginning) and EDUC 400 (final semester) measure core teaching skills as candidates plan and implement progressive, sequential content addressing diverse needs through accommodations, modifications, technology, and metacognitive strategies. The EDUC 482 Unit Plan provides comprehensive evidence by requiring measurable, developmentally appropriate objectives aligned with local, state, and SHAPE America standards; progressive and sequential content; resource management ensuring equitable learning; individualized instruction with accommodations and modifications; appropriate technology integration; and metacognitive student engagement, showing readiness to plan and implement standards-aligned physical education for all PreK-12 students. Finally, the EDUC 401 Capstone Portfolio measures candidates' knowledge and skills related to lesson planning and implementation.

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

<p>08025.4.</p> <p>Standard 4. Assessment of Student Learning</p> <p>Physical education candidates select and implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.</p> <p>Components - Candidates will:</p> <p>4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.</p> <p>4.b 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.</p> <p>4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.</p>	<p>HPER 100 Concepts of Fitness & Wellness HPER 319 Health & Phy Ed In Elem Schl HPER 370 Fitness/Sports Teaching Tech. EDUC 380 Teach English Lang Learners EDUC 400 Student Teaching EDUC 422 Educational Assessment EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 482 Secondary Methods Health/PE</p>	<ul style="list-style-type: none"> ● Praxis PLT Exam ● EDUC 482 Unit Plan ● EDUC 480L STOT ● EDUC 400 STOT ● EDUC 401 Portfolio
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Narrative: The Mayville State University Physical Education program thoroughly addresses ESPB standard 08025.4 through a comprehensive curriculum that develops candidates' ability to select and implement appropriate assessments for monitoring student progress and guiding instructional decisions. Beginning with foundational assessment experiences, HPER 100 (Concepts of Fitness & Wellness) introduces candidates to



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

self-evaluation techniques as they assess their own fitness levels, design programs with specific guidelines, and implement different methods for health improvement. This foundational course establishes the importance of authentic assessment in physical education settings by engaging candidates in the assessment process as both evaluators and participants. HPER 319 (Health and Physical Education in the Elementary School) extends these assessment foundations to elementary settings, where candidates develop understanding of the instructional process and program implementation for teaching physical education objectives. Through peer teaching of elementary physical education lesson plans, candidates gain practical experience designing, implementing, and evaluating appropriate assessments for personal health skills, motor skills, lifetime activities, and sport skills in elementary contexts.

The program develops candidates' ability to create and implement varied assessment types through specialized coursework focused on fitness and sports instruction. HPER 370 (Fitness/Sports Teaching Techniques) provides knowledge and skills for developing concept-based fitness programs that incorporate appropriate assessment measures for health-related fitness, lifetime physical activity, and sport within physical education programs. Through study of the Physical Best Program and practical applications of teaching methods in various team and individual sports, candidates learn to implement both formative and summative assessments that effectively measure student attainment of physical education objectives. EDUC 380 (Teaching English Language Learners) enhances candidates' assessment abilities by introducing strategies to evaluate language learners based on proficiency levels, ensuring physical education candidates can make appropriate assessment adaptations for diverse learners. These courses collectively prepare candidates to create authentic assessments that accurately measure student progress while respecting individual differences and needs.

Comprehensive assessment theory and practice is emphasized through EDUC 422 (Educational Assessment), which explicitly focuses on understanding and implementing a range of assessment tools for desired learning results. Through this course, candidates learn to identify diverse student needs, use both formative and summative assessment approaches, critique existing assessment tools, select and design appropriate evaluation instruments, and use technology to support assessment practices. Most importantly, candidates develop the ability to communicate standards-based results and use assessment data to improve teaching and learning through data-based decision making, directly addressing the standard's requirement that candidates reflect on assessment results to guide instructional decisions. This thorough grounding in assessment theory provides candidates with the knowledge and skills necessary to create authentic, formal, formative, and summative assessments that effectively measure student attainment of both short-term and long-term physical education objectives.



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

The program strengthens candidates' assessment skills through methods courses that incorporate assessment as an integral part of instructional planning and implementation. EDUC 480 (General Methods for Secondary Educators) prepares candidates to provide high-quality instruction through conceptual approaches including understanding by design and differentiated instruction, with specific emphasis on conducting formative assessment and responding to student needs. EDUC 482 (Secondary Methods for Health and Physical Education) focuses specifically on discipline structures, key concepts, and methodology for physical education, requiring candidates to design and implement lessons that support student learning through research-based practices. Through these methods courses, candidates develop the ability to align assessment strategies with instructional objectives, ensuring their assessments provide meaningful data for guiding future instruction related to physical education content.

Practical application of assessment knowledge and skills occurs through structured field experiences culminating in student teaching. EDUC 480L (General Methods Field Experience) provides a 30-hour field placement where candidates observe cooperating teachers, examine professional assessment practices, and teach at least one lesson with pre and post conference feedback. This initial field experience allows candidates to observe and implement assessment strategies in authentic classroom settings while receiving constructive feedback on their own performance. EDUC 400 (Student Teaching) offers the most comprehensive assessment experience through 15 weeks of supervised teaching, where candidates are explicitly required to collect and analyze data on student learning. This capstone experience directly addresses the standard's emphasis on reflecting on assessment results to guide instructional decision making, as candidates must use assessment data to evaluate both student learning and their own teaching effectiveness. Through this progressive development of assessment knowledge and skills, from foundational self-assessment through theoretical understanding to practical application in field settings, the program ensures candidates possess the assessment capabilities required by ESPB standard 08025.4 to effectively monitor student progress and make informed instructional decisions in physical education settings.

Principles of Learning and Teaching Exam evaluates foundational understanding of assessment principles, diverse learners, and instructional processes necessary for selecting and implementing appropriate assessments. STOT (InTASC) Evaluations during EDUC 480L (beginning) and EDUC 400 (final semester) track developing ability to select, create, and implement formative and summative assessments that monitor progress and inform adjustments in authentic settings. These evaluations assess use of authentic assessments measuring objective attainment, implementation of assessment cycles evaluating learning throughout instruction, and reflective practice guiding decisions about teaching and student learning. The EDUC 482 Unit Plan demonstrates assessment design abilities by requiring authentic assessments aligned with objectives, formative and summative strategies, and articulation of how data guides instructional decisions, ensuring comprehensive skills to monitor progress and enhance learning in physical education. Finally, the EDUC 401 Capstone Portfolio measures candidates' knowledge and skills related to assessment of student learning.

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

<p>08025.5</p> <p>Standard 5. Professional Responsibility</p> <p>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.</p> <p>Components - Candidates will:</p> <p>5.a Engage in behavior that reflects professional ethics, practice and cultural competence.</p> <p>5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.</p> <p>5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.</p>	<p>HPER 100 Concepts of Fitness & Wellness HPER 200 Technology in HPER HPER 219 Lifeguard Training HPER 310 Found-Hist Health/PE/Sports HPER 319 Health & Phy Ed In Elem Schl HPER 333 Adapted Physical Education HPER 370 Fitness/Sports Teaching Tech HPER 440 Org & Admin Of Phy Ed/Athletic HPER 441 Applied Kinesiology EDUC 250 Introduction To Education EDUC 272 Educational Technology EDUC 290 Theories of Learning & Mgmt EDUC 380 Teach English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin EDUC 401S Pre-Student Teach Seminars EDUC 426 Reading in the Content Area EDUC 480 General Methods Sec Educators EDUC 480L General Methods Field Exp EDUC 482 Secondary Methods Health/PE</p>	<ul style="list-style-type: none"> ● Praxis PLT Exam ● EDUC 482 Unit Plan ● EDUC 482 STOT ● EDUC 480L STOT ● EDUC 400 STOT ● Supervisor Survey ● Transition to Teaching Survey ● EDUC 401 Portfolio
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Narrative: The Physical Education BSEd program addresses Standard 08025.5 through a curriculum that develops candidates' professional responsibility, ethical practices, and advocacy skills for physical education. Foundational understanding of professional responsibility begins with HPER 100 (Concepts of Fitness & Wellness), which introduces candidates to overall wellness concepts and the interrelationship between physical fitness and other facets of wellness, establishing their role in promoting physically literate individuals. HPER 310 (Foundations and History of Health, Physical Education, and Sports) strengthens this foundation by examining the profession's historical and philosophical underpinnings, the principles underlying program formation, and the relationship between physical education and general education. EDUC 250 (Introduction to Education) further extends candidates' understanding of professionalism by introducing the historical, philosophical, social, and psychological foundations of education,



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

alongside structured field experiences that emphasize observing the teaching-learning process and understanding the professionalism of teaching. Through these courses, candidates develop a comprehensive understanding of their professional responsibilities and the ethical dimensions of physical education instruction.

The program develops candidates' ability to engage in ethical technology integration through specialized coursework focused on educational technology applications. HPER 200 (Technology in HPER) specifically addresses how technology can improve learning and development in physical education settings, ensuring candidates can use technology as a tool to enhance learning experiences for future students. EDUC 272 (Educational Technology) complements this preparation by developing background knowledge in educational technologies aligned with International Society for Technology in Education (ISTE) Standards and InTASC principles. Through these courses, candidates learn to ethically integrate technology into physical education instruction while understanding both its potential benefits and limitations. This technological foundation is further supported through discipline-specific applications in courses such as HPER 370 (Fitness/Sports Teaching Techniques), which addresses how technology can enhance concept-based fitness program development and implementation.

Collaboration and culturally competent practices are emphasized throughout the curriculum to prepare candidates for working effectively with diverse students and colleagues. EDUC 290 (Theories of Learning and Management) focuses on how individuals construct knowledge and acquire skills, with specific attention to collaborating with learners to create optimal learning environments. EDUC 380 (Teaching English Language Learners) prepares candidates to make instructional decisions that respect the individual strengths and needs of language learners, while EDUC 381 (Human Relations and Cultural Diversity) engages candidates in analyzing sociocultural dimensions that influence the educational process, with particular attention to Native American tribes of North Dakota. EDUC 390 (Special Needs in an Inclusive Environment) further strengthens candidates' collaborative skills by addressing teaming approaches and the general education teacher's collaborative role with special education. HPER 333 (Adapted Physical Education) specifically focuses on teaching students with disabilities in physical fitness and gross motor skills, ensuring candidates understand how to adapt activities for individuals at various grade levels. Together, these courses prepare candidates to exhibit culturally competent practices that respect diversity and promote inclusion in physical education settings.

The program provides opportunities for professional growth and development through courses that emphasize continuous learning and reflective practice. HPER 319 (Health and Physical Education in the Elementary School) helps candidates understand the need for physical education and develop effective instructional approaches through peer teaching experiences. HPER 219 (Lifeguard Training) offers professional certification opportunities, demonstrating the program's commitment to continuing education and professional development. HPER 440 (Organization and



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

Administration of Physical Education and Athletics) addresses policies, procedures, and administrative aspects of physical education, preparing candidates to advocate effectively for quality programs. HPER 441 (Applied Kinesiology) and EDUC 426 (Reading in the Content Area) provide specialized knowledge that enhances candidates' credibility as professionals, while EDUC 401 (Electronic Portfolio, Assessment, and Seminar) explicitly focuses on reflective practice through the development of an electronic portfolio that documents progress toward proficiency in state and national teacher education standards. These courses collectively prepare candidates to seek ongoing professional growth opportunities that support their development as effective physical educators.

Practical application of professional responsibility occurs through field experiences that prepare candidates for ethical practice in authentic educational settings. EDUC 480 (General Methods for Secondary Educators) requires candidates to write a preliminary philosophy of education and learn to craft effective lessons through conceptual approaches that promote positive student outcomes and 21st Century Skills. EDUC 482 (Secondary Methods for Health and Physical Education) specifically addresses discipline structures, key concepts, and professional standards for physical education, requiring candidates to create a philosophy paper that demonstrates the knowledge and skill sets necessary for today's physical education teacher. EDUC 480L (General Methods Field Experience) provides opportunities to observe cooperating teachers, demonstrate professional disposition, and model ethical practice during a 30-hour field placement. Finally, EDUC 400 (Student Teaching) offers 15 weeks of supervised teaching that provides new and diverse teaching experiences to support greater professional growth, with required seminar attendance through EDUC 401 that includes discussion of the Model Code of Ethics for Educators. Through this progressive development of professional knowledge, skills, and dispositions, the program ensures candidates exhibit the professional behaviors required by ESPB standard 08025.5, including collaboration, ethical practice, advocacy for physical education, and commitment to continued growth that supports the development of physically literate individuals.

Professional responsibility is assessed through measures tracking growth in ethical practice, cultural competence, and advocacy. The Praxis Principles of Learning and Teaching Exam provides assessment of understanding professional issues, diverse learners, and educational psychology foundational to professional practice. STOT (InTASC) Evaluations during EDUC 480L (beginning), EDUC 482 (middle), and EDUC 400 (final semester) measure developing professional behaviors including ethical practice, culturally competent instruction, and effective collaboration in authentic settings. The EDUC 482 Unit Plan requires candidates to articulate their professional philosophy, design culturally responsive instruction, and demonstrate advocacy for quality physical education. The Supervisor Survey and Transition to Teaching Survey provide external perspectives on professional behaviors, including ethics, cultural competence, collaboration, commitment to professional development, and advocacy efforts. Finally, the EDUC 401 Capstone Portfolio measures candidates' knowledge and skills related to professional responsibility. These assessments,



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

completed by candidates, mentor teachers, cooperating teachers, supervisors, and administrators, ensure candidates exhibit the professional responsibility required to become effective physical educators advocating for comprehensive programs supporting physically literate individuals.

Ethics Resources:

https://www.nasdtec.net/general/custom.asp?page=MCEE_Doc

https://cdn.ymaws.com/www.nasdtec.net/resource/collection/7C8FAAA3-65CF-4B6E-B0B4-801DDA91A35F/Free_and_Available_Resources___rev._Oct_2019_.pdf



North Dakota Education Standards and Practices Board Initial Program Report Preparation of Physical Education Teachers (12-22) (2-23)(2-24)

SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 1.A-1.D described below and provide information requested related to the two-four additional assessments you selected in 2.

1. Required Assessments:

1. A Praxis II: Content Test: Complete Table 1.A

Praxis Subject Assessment: Physical Education Content Exam					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	5091	143	2	154	100%
2023 – 2024	5091	143	10	152	100%
2024 – 2025	5091	143	6	155	100%

1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B

Praxis II: Principles of Learning & Teaching					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	5624	157	2	165	100%
2023 – 2024	5624	157	8	162	75%
	5625	157	2	156	50%
2024 – 2025	5624	157	2	162	100%
	5625	157	4	163	50%

1. C Cumulative GPA at the point of completion: Complete Table 1.C

Cumulative GPA at Completion			
Year	N (number of candidates)	Overall Average GPA	Range of GPA
2022 – 2023	2	3.34	3.25 - 3.42
2023 – 2024	10	3.35	2.99 - 3.86
2024 – 2025	6	3.47	3.18 - 3.97



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

1. D Student Teaching Performance (Clinical Experience) Evaluation

EDUC 400 – InTASC/STOT Evaluation (SLO 2)

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the final semester of the teacher candidates' program, student teaching. The STOT evaluation is completed by the candidate, their student teaching university supervisor, and their cooperating teacher.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 3.0 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	2	Cooperating Teacher	3.89	3.00
		University Supervisor	3.29	3.00
		Self	3.68	3.00
2023-2024	10	Cooperating Teacher	3.29	3.00
		University Supervisor	3.04	3.00
		Self	2.97	3.00
2024-2025	6	Cooperating Teacher	3.18	3.00
		University Supervisor	3.24	3.00
		Self	3.24	3.00



North Dakota Education Standards and Practices Board

Initial Program Report

Preparation of Physical Education Teachers

(12-22) (2-23)(2-24)

2. Additional Assessments

2a. Pre-student Teaching Practicum Evaluations

EDUC 480L General Methods Field Experience: STOT (InTASC) Evaluation

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered at the beginning of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 2.5 or higher

Year	N (number of candidates)	Evaluator	Average Score	Target Score
2022 – 2023	6	Instructor	2.17	2.5
	6	Field Mentor	3.33	2.5
	8	Self	2.75	2.5
2023 – 2024	13	Instructor	2.58	2.5
	13	Field Mentor	2.88	2.5
	14	Self	2.71	2.5
2024 – 2025	12	Instructor	3.28	2.5
	12	Field Mentor	3.84	2.5
	12	Self	3.27	2.5

2b. Pre-student Teaching Practicum Evaluations

EDUC 482 Secondary Methods of Health and Physical Education: STOT (InTASC) Evaluation

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the middle of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 2.5 or higher

Year	N (number of candidates)	Evaluator	Average Score	Target Score
2022 – 2023	8	Instructor	3.06	2.5
		Field Mentor	3.41	2.5
		Self	2.77	2.5
2023 – 2024	4	Instructor	3.08	2.5
		Field Mentor	3.51	2.5
		Self	2.71	2.5
2024 – 2025	12	Instructor	3.15	2.5
		Field Mentor	3.27	2.5
		Self	3.28	2.5

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Physical Education Teachers
(12-22) (2-23)(2-24)

2c. Key Performance Task

HPER 476S-B: Comprehensive Review/Exit Exam

Description: The comprehensive Physical Education Exam is made up of three overall sections. Each section has four individual exams on specific topics of Physical Education. The overall goal of the exam is to provide a comprehensive review of material covered throughout a student's career in Physical Education at Mayville State. The sections are as follows: Section 1: Org & Admin, History & Philosophy, Individual Sports, Racquet Sports, Section 2: Eval psychomotor performance, Exercise physiology, Kinesiology, Fitness, and Section 3: First Aid / Prevention & care of injuries, Aquatics, Dance/Rhythm/Gymnastics, PE for the except child.

Proficiency Scale: Pass = 60% or higher, Fail = <60%

Target: 60% or higher

Year	N (number of candidates)	Final Grades	Target Grade
2022 – 2023	7	S=7 U=0	60% or higher
2023 – 2024	7	S=7 U=0	60% or higher
2024 – 2025	7	S=7 U=0	60% or higher

2d. Capstone Project

EDUC 401 – Capstone Portfolio: Checkpoint 3 (SLO 2)

Description: The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards (1: Learner and Learning, 2: Content, 3: Instructional Practices, and 4: Professionalism). Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates will create this professional portfolio throughout their teacher education program within their TaskStream account. The final capstone portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 3.0 or higher

Year	N (number of candidates)	Evaluator	Scores	Target Score
2022 – 2023	2	Reconciled	1.88	3.0
2023 – 2024	10	Reconciled	3.2	3.0
		Self	3.0	
2024 – 2025	6	Reconciled	3.33	3.0
		Self	3.04	

2e. Employer survey results related to content knowledge

Supervisor Survey

Description: The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Supervisor Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	1	4
2023 – 2024		1	4
2024 – 2025		3	3
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	1	4
2023 – 2024		1	4
2024 – 2025		3	2.67
2022 – 2023	Help students develop critical thinking processes.	1	4
2023 – 2024		1	4
2024 – 2025		Question removed	
2022 – 2023	Help students develop skills to solve complex problems.	1	4
2023 – 2024		1	4
2024 – 2025		3	3
2022 – 2023	Make interdisciplinary connections among core subjects.	1	3.5
2023 – 2024		1	4
2024 – 2025		Question removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	1	4
2023 – 2024		1	4
2024 – 2025		3	3
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	1	4
2023 – 2024		1	4
2024 – 2025		3	4
2022 – 2023	Connect core content to students' real-life experiences.	1	4
2023 – 2024		1	4
2024 – 2025		3	3
Overall Item Average			3.74

2f. Graduate survey results related to content knowledge

Transition to Teaching Survey

Description: The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Transition to Teaching Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	1	3
2023 – 2024		1	4
2024 – 2025		4	3.5
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	1	3
2023 – 2024		1	4
2024 – 2025		4	3.5
2022 – 2023	Help students develop critical thinking processes.	1	2
2023 – 2024		1	4
2024 – 2025		Question removed	
2022 – 2023	Help students develop skills to solve complex problems.	1	2
2023 – 2024		1	4
2024 – 2025		4	4
2022 – 2023	Make interdisciplinary connections among core subjects.	1	2
2023 – 2024		1	4
2024 – 2025		Question removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	1	2
2023 – 2024		1	4
2024 – 2025		4	3.5
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	1	2
2023 – 2024		1	4
2024 – 2025		4	3.5
2022 – 2023	Connect core content to students' real-life experiences.	1	3
2023 – 2024		1	4
2024 – 2025		4	4
Overall Item Average			3.32

2g. Additional assessment of choice

EDUC 482: Physical Education Methods Unit Plan

Description: For this assignment, the student will develop a unit plan for a specific topic, of the students choosing, related to Health Education.

Proficiency Scale: Excellent 100-80, Average 79-60, Unsatisfactory 59 and below

Target: 80% or higher

Year	N (number of candidates)	Average Scores	Target Score
2022 – 2023	3	86	80% or higher
2023 – 2024	2	90	80% or higher
2024 – 2025	13	88	80% or higher

3. Respond to the following questions:

a. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.

Across three cycles, Physical Education candidates demonstrate strong content mastery and licensure readiness. On the Praxis Physical Education Content (5091), pass rates were 100% each year and cohort averages (154, 152, 155) exceeded North Dakota's cut score of 143; PLT results show solid performance overall with the 5624 cohorts passing at 100% in 2022–2023 and 2024–2025 and an area to monitor in the 5625 cohort (50% pass in 2023–2024 and 2024–2025). Cumulative GPAs trend upward from 3.34 (2022–2023) to 3.47 (2024–2025), and every candidate passed the Comprehensive Review/Exit Exam, confirming content knowledge across administration, physiology, kinesiology, fitness, safety, aquatics, dance/rhythm, and adapted physical education.

Evidence from clinical and performance tasks shows Physical Education candidates can plan and implement effectively. In pre-student teaching Skills of Teaching Observation Tools (EDUC 480L and EDUC 482), instructor and mentor ratings meet or exceed the 2.5 developmental target in all but the earliest cycle and climb notably in 2024–2025 (e.g., 480L instructor 3.28; mentor 3.84; self 3.27), while unit plan averages are consistently above the benchmark (86–90–88). During student teaching, cooperating teachers and university supervisors rate candidates at or above the 3.0 proficiency target across all years, and capstone portfolio scores meet or exceed the 3.0 target in the two most recent cycles, signaling growth in professionalism and reflective practice. Employer and graduate surveys confirm readiness as

supervisors report high marks on teaching diverse learners and graduates rate their ability to solve complex problems and connect content to real life experiences in 2024–25. A lower employer rating for designing activities from varied perspectives (2.67) presents a targeted area for ongoing improvement. Taken together, results across licensure exams, coursework, clinical evaluations, and stakeholder feedback indicate Physical Education candidates meet program standards and are well prepared for professional practice.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

Program data for our Physical Education candidates over the last three years revealed areas of strength and areas for improvement, particularly in early practicum performance and variability in PLT pass rates. To address these findings, we strengthened support for candidates during foundational field experiences by adding modules on lesson planning prior to their participation in the EDUC 480L General Methods Field Experience. This change was driven by lower instructor ratings in the first cycle (2.17) compared to later years. The subsequent improvement to an instructor rating of 3.28 in 2024–2025 confirms the effectiveness of this change. (Instructor average improved from 2.17 to 3.28 following added lesson-planning modules; mentor and self-ratings rose accordingly.)

Additionally, faculty implemented structured PLT preparation assignments and practice exams after observing a dip in pass rates for the 5625 test, ensuring candidates are better equipped for licensure exam content. In 2023–2024 and 2024–2025, some candidates completed PLT 5625 (K–12), but most completed PLT 5624 (Grades 7–12). The program's preferred PLT going forward is 5625 to maintain consistency and allow greater flexibility in licensure. Structured PLT preparation assignments and practice exams have been added to support pass rates across forms.

In addition to strengthening early practicum support and PLT preparation, the Physical Education program has placed greater emphasis on authentic, real-world applications of physical education content. Based on employer feedback indicating lower ratings for designing activities from varied perspectives, faculty added an emphasis in classes to include more project-based learning and culturally responsive teaching strategies. Physical Education candidates now complete unit plans that integrate interdisciplinary connections, ensuring they can engage diverse learners and make content relevant to students' lives. These changes were made to align with program standards and to respond directly to stakeholder input, reinforcing our commitment to continuous improvement and Physical Education candidates' success.