

SECTION IV – EVIDENCE FOR MEETING STANDARDS

ASSESSMENT 7 - ADVOCACY PAPER

Brief Description of the assessment and its use in the program

Unfortunately, ground has been lost during the last quarter century relative to state requirements for physical education in the schools. Still, some school districts elect to allocate more time to physical education than is mandated by the state. This is often the result of the advocacy efforts of the physical educators in the district. To prepare for this challenge this assignment from PE 362 (spring semester, junior year) asks candidates to write a 2-3 page paper in which they advocate for physical activity programs.

Alignment of the assessment with the AAHPERD/NASPE standards for which it is cited

The Advocacy Paper aligns with the following AAHPERD/NASPE standards:

NASPE Standard	Outcome
Standard 1: Content Knowledge	<p>1.5: To be an advocate for physical education and to be able to make a strong case relative to its importance, candidates must have knowledge of current physical education/activity issues and laws.</p> <p>1.6: To be an advocate for physical education and to be able to make a strong case relative to its importance, candidates must have knowledge of approved state and national content standards and local program goals.</p>
Standard 9: <u>Technology</u>	9.3: Candidates are expected to use technology to locate resources.
Standard 10: Collaboration	10.1: Candidates, in completing the assignment, are using a strategy that would help them become an advocate for physical education in the school and community.

Brief analysis of the data findings

The data shows that 14 of the 15 candidates (93%) who completed the Advocacy Paper during Spring 2006 met the acceptable level.

Interpretation of how the data provides evidence for meeting standards

Content Knowledge: Candidates must have knowledge of current physical education/activity issues and laws and of approved state and national content standards and local program goals in order to be able to advocate for physical education. The data shows that 100% of the candidates were able to make a strong case for physical education by applying that knowledge (with 33.3% scored at level 3, 53.4% at level 2, and 13.3% at level 1).

Technology: Candidates were expected to use technology to locate resources to help document the ideas in their Advocacy Paper. The data shows that 33.3% of the candidates used two or more credible sources appropriately documented, 53.4% used two or more sources, although some may have lacked credibility or were documented insufficiently, and 13.3% had fewer than two sources, had sources that lacked credibility, or had insufficient or missing documentation. This demonstrates that while candidates were able to use technology to access sources, some were unable to accurately judge the credibility of them.

Collaboration: The candidates are using a strategy that would help them be an advocate for physical education in the school and community by completing the assignment. 100% of the candidates completed the assignment (with differing degree of success), but all are able to identify (and have had experience with) a strategy that can be used for advocacy.

Advocacy Paper

This assignment addresses the following NASPE initial standards and outcomes for physical education:

Standard 1: Content Knowledge

Outcome: 1.5 and 1.6

Standard 9: Technology

Outcome: 9.3

Standard 10: Collaboration

Outcome: 10.1

Unfortunately, we have lost ground during the last quarter century relative to state requirements for physical education in the schools. Still, some school districts elect to allocate more time to physical education than is mandated by the state. This is often the result of the advocacy efforts of the physical educators in the district.

To prepare for this challenge, this assignment asks you to:

- Using technology, research at least 2 resources that you will use in your paper (some potential sources are listed on Blackboard)
- Write a 2-3 page paper in which you advocate for physical activity programs.
- Your paper should include pertinent facts to back up your advocacy efforts. These facts should address current physical education/activity issues and laws and state and national content standards for physical education.
- Make sure to cite sources appropriately.
- Extra credit for submitting in newsletter format. Go to <http://www.pe4life.org/peteachernewsletter.php>
- Paper due 4/20

The following rubric will be used to evaluate your Advocacy Paper:

Content:

- _____ 3 Points: The paper makes a strong case relative the importance of physical activity programs. Sufficient evidence is presented to support the argument, including reference to current physical education/activity issues and laws and state and national standards for physical education. Two or more credible sources are used in support; sources are credible and appropriately documented.
- _____ 2 Points: The paper makes a good case relative to the importance of physical activity programs. Evidence is presented to support the argument, including reference to current physical education/activity issues and laws and state and national standards for physical education. Two or more sources are used in support, though the sources may lack sufficient credibility. Documentation of sources may be insufficient.
- _____ 1 Point: The paper attempts to make a case relative to the importance of physical activity programs. Insufficient evidence is presented to support the argument. Little reference is made to current physical education/activity issues and laws and state and national standards for physical education. Fewer than two credible sources are cited and/or may lack sufficient credibility. Documentation of sources may be missing or insufficient.
- _____ 0 points: The argument is poorly framed and unconvincing. Appropriate supporting evidence is lacking. No reference is made to current physical education/activity issues and laws and state and national standards for physical education.

Quality of Written Communication:

- _____ 3 Points: Well organized, good mechanics including grammar, spelling, and punctuation. Written with authority.
- _____ 2 Points: Good organization but a few mechanical errors that could easily be corrected.
- _____ 1 Point: Poorly organized, hard to follow idea development, several mechanical errors.
- _____ 0 Points: Written in non-professional style or poorly organized, with mechanical errors.

Total Points

6 pts. =	A	3 pts. =	BC
5 pts. =	AB	2 pts. =	C
4 pts. =	B	1 pt. =	CD

Late submission = -1 pt.

Submitted in newsletter format using <http://www.pe4life.org/peteachernewsletter.php> = + 1 pt.

Advocacy Paper Scoring Guide

(Note: The range in this scoring guide is 0-3 (with 3 being high) whereas other scoring guides use 1-4 (usually with 4 being high).

Acceptable Level

Candidates need to attain a minimum of **level 1** in both content and quality of written communication.

	Content (NASPE 1.5, 1.6, 9.3, 10.1)	Quality of Written Communication
3	The paper makes a strong case relative to the importance of physical activity programs. Sufficient evidence is presented to support the argument, including reference to current physical education/activity issues and laws and state and national standards for physical education. Two or more credible sources are used in support; sources are credible and appropriately documented.	Well organized, good mechanics including grammar, spelling, and punctuation. Written with authority.
2	The paper makes a good case relative to the importance of physical activity programs. Evidence is presented to support the argument, including reference to current physical education/activity issues and laws and state and national standards for physical education. Two or more sources are used in support, though the sources may lack sufficient credibility. Documentation of sources may be insufficient.	Good organization but a few mechanical errors that could easily be corrected.
1	The paper attempts to make a case relative to the importance of physical activity programs. Insufficient evidence is presented to support the argument. Little reference is made to current physical education/activity issues and laws and state and national standards for physical education. Fewer than two credible sources are cited and/or may lack sufficient credibility. Documentation of sources may be missing or insufficient.	Poorly organized, hard to follow idea development, several mechanical errors.
0	The argument is poorly framed and unconvincing. Appropriate supporting evidence is lacking. No reference is made to current physical education/activity issues and laws and state and national standards for physical education.	Written in non-professional style or poorly organized, with mechanical errors.

Data Table for Advocacy Paper (Assessment 7)

(Note: The range for the scoring guide associated with this data table is 0-3 (with 3 being high) whereas other scoring guides use 1-4 (usually with 4 being high).

Data from Spring 2006: Number of candidates = 15

	Content	Quality of Written Communication
3	5 (33.3%)	3 (20%)
2	8 (53.4%)	6 (40%)
1	2 (13.3%)	5 (33.3%)
0		1 (6.7%)

Acceptable Level

Candidates need to attain a minimum of **level 1** in both content and quality of written communication.