

NATIONAL RECOGNITION REPORT

Initial Preparation of Physical Education Teachers

NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for Sport and Physical Education (NASPE). This form uses the NASPE standards approved by NCATE in 2008. All initial licensure physical education teacher education programs must use the NASPE 2008 Initial Standards beginning Fall 2010.

COVER PAGE

Name of Institution

Date of Review

MM DD YYYY

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This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Condition

Program(s) Covered by this Review

Grade Level⁽¹⁾

(1) e.g. Early Childhood; Elementary K-6

Program Type

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's (Initial licensure)

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized

jn Nationally recognized with conditions

jn Not nationally recognized

If decision is "nationally recognized with conditions," list all conditions to recognition here.

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

jn Yes

jn No

jn Not applicable

jn Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Element 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 1.5 Analyze and correct critical elements of motor skills and performance concepts.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Decision for Standard 1:

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Comments:

Standard 2: Skill and Fitness Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Element 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Element 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Element 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Decision for Standard 2:

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j _n | j _n | j _n |

Comments:

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Element 3.1 Design and implement short and long term plans that are linked to program and instructional

goals as well as a variety of student needs.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.3 Design and implement content that is aligned with lesson objectives.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Element 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

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|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Decision for Standard 3:

| | | |
|----------------|---------------------|----------------|
| Met | Met with Conditions | Not Met |
| j ⁿ | j ⁿ | j ⁿ |

Comments:

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Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Element 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

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|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Element 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Decision for Standard 4:

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
| jn | jn | jn |

Comments:

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Element 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

| | | |
|-----|---------------------|---------|
| Met | Met with Conditions | Not Met |
|-----|---------------------|---------|

Comments:**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE****C.1. Candidates' knowledge of content**

NASPE standards addressed in this entry could include (but are not limited to) Standards 1 and 2. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

NASPE standards that could be addressed in this entry include but are not limited to Standards 2-6. Information from Assessments #3 , #4 and # 5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

C.3. Candidate effects on P-12 student learning

NASPE standards that could be addressed in this entry include but are not limited to Standard 5. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

PART E - AREAS FOR CONSIDERATION**Areas for consideration****PART F - ADDITIONAL COMMENTS****F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:****F.2. Concerns for possible follow-up by the Board of Examiners:**

Please click "Next"

This is the end of the report. Please click "Next" to proceed.