

NATIONAL RECOGNITION REPORT

Initial Preparation of Physical Education Teachers (2008 Standards)

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).

COVER PAGE

Name of Institution

Lock Haven University, PA

Date of Review

MM DD YYYY

02 / 01 / 2016

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions

Program(s) Covered by this Review

Physical Education (BSEd K-12)

Grade Level⁽¹⁾

K-12

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

Program Type

First Teaching License

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
-

- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

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

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

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Met in previous report.

Summary of Strengths:

Use of data to make programmatic and assessment changes to better align with national standards.

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
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Met Met with Conditions Not Met

Decision for Standard 1:

Met Met with Conditions Not Met

Comments:

Elements 1.4 and 1.5 were previously met.

The program identified Assessments 1, 2, 3 and 4 as providing evidence toward meeting Standard 1.

Assessment 1: Praxis II Examination shows evidence for the knowledge portion of the standard but not the apply. Partially Meets- Elements 1.1, 1.2, and 1.3 (by "describing" not "applying").

Assessment 2: Course-Based Assessments - based on the data, sufficient evidence was provided to show teacher candidates are able to describe and apply therefore meeting the intent of the elements noted within the standard. Course grades will not address any standard beyond Standard 1 and 2.

Assessment 3: Lesson Plans - data table was provided with number of students meeting target or exceeds; however, no scoring guide with criteria was provided for reviewer to determine what students accomplished at each level within the assessment therefore, assessment does not meet the intent of Standard 1.

Assessment 4: Student Teaching Competency Form (STCF) - meets the intent of elements within this standard. Rubric has been adjusted to provide a clear differentiation within and among performance levels.

Based on the evidence provided from Assessments 1, 2 and 4 Standard 1 has been met.

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

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

Met Met with Conditions Not Met

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

Met Met with Conditions Not Met

Met Met with Conditions Not Met

Comments:

Element 2.2 was previously met.

The program identified Assessment 6 as providing evidence toward meeting Standard 2.

Assessment 6: Motor Skills and Physical Activity Performance provides - response to conditions set forth in previous report have been addressed by the unit. Assessment provides clearly articulated over of assessment with clear differentiation to assist in determining levels. The program provides evidence of meeting Elements 2.1 and 2.3.

Based on the evidence provided Standard 2 is met.

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

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

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

Met Met with Conditions Not Met

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

Met Met with Conditions Not Met

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

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

Met Met with Conditions Not Met

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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Decision for Standard 3:

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

The program identified Assessments 3 and 4 as providing evidence toward meeting Standard 3.

Assessment 3: Senior Lesson Plan - Scoring guide is not available, therefore, reviewers cannot determine how teacher candidates are assessed or if program responded to conditions noted in the previous report. Does not meet intent of elements noted within the standard. This assessment has the potential to meet the intent of this standard and the data indicate that 98% of the teacher candidates are at the target and or exceeds level.

Assessment 4: Student Teaching Competency Form - Program has made appropriate modifications to the rubrics to address the previous reports response to conditions. Clear description is provided with clear differentiation within and among levels.

Based on the evidence provided within Assessment 4, Standard 3 is met.

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.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

effective learning environment.

Met

Met with Conditions

Not Met



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



Decision for Standard 4:

Met

Met with Conditions

Not Met



Comments:

The program identified Assessment 4 as providing evidence toward meeting Standard 4.

Assessment 4: Student Teaching Competency Form - Program has addressed response to conditions as they relate to elements within standard 4. Comingling has been eliminated and language provided within levels is less vague. Avoid words like few, some, etc. Data show that approximately 90% to 100% of the teacher candidates fall at the target or exceeds level to supporting that elements within this standard have been met.

Based on the evidence provided Standard 4 is met.

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



Element 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

Met

Met with Conditions

Not Met



Element 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Met

Met with Conditions

Not Met



Decision for Standard 5:

Met

Met with Conditions

Not Met



Comments:

The program identified Assessments 4, and 5 as providing evidence toward meeting Standard 5.

Assessment 4: Student Teaching Competency Form - Program has addressed response to conditions as they relate to elements within standard 4. Data show that approximately 94% of the teacher candidates fall at the target or exceeds level for Element 5.1 and 100% fall at the target or exceeds level for 5.2 and 5.3 supporting that elements within this standard have been met.

Assessment 5: Teacher Work Sample (TWS) - evidenced is provided to support element 5.3.

Based on the evidence provided Standard 5 is met.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Element 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 6.4 Communicate in ways that convey respect and sensitivity

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Decision for Standard 6:

Met	Met with Conditions	Not Met
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

The program identified Assessments 2 and 4 as providing evidence toward meeting Standard 6.

Assessment 2: Course-Based Assessments - data show that 75% of the teacher candidates score at the target or exceeds level; however, the program recognizes this as an area of concern and plans to address this moving forward to keep teacher candidates more actively involved.

Assessment 4: Student Teaching Competency Form - 82% of the teacher candidates for Element 6.2 are at the target or exceeds level and 97% are at the target or exceeds level for Elements 6.1 and 6.3 indicating that the elements of Standard 6 are being met. Scoring guide descriptions are clear.

Based on the evidence provided Standard 6 is met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Evidence of candidates' physical education content knowledge was documented with scores from the required state tests and course-based assessments from identified classes in the content area.

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

Assessments have provided evidence of candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions. Areas of weaknesses noted by reviewers have been addressed and adjustments and or notations have been made within this current report.

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

Assessment 5 provides sufficient evidence of candidate effects on P-12 student learning; however, continued efforts to improve upon this assessment with increased evidence would be beneficial when evaluating candidates' proficiency in this area.

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)

The program appears to utilize the evidence provided from the revised assessments and feedback from the previous report to strengthen the program and improve teacher candidate performance.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None at this time.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

None at this time.

F.2. Concerns for possible follow-up by the Board of Examiners:

None at this time.

Part G: DECISION

Decision:

- ④ **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. **To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit.** The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. *Please note that once a program has been nationally recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.*

Please click "Next"

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