

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

Southern Wesleyan University, SC

Date of Review

MM DD YYYY

02 / 01 / 2013

This report is in response to a(n):

- ☐ Initial Review
- ☐ Revised Report
- ☐ Response to Conditions

Program(s) Covered by this Review

Physical Education

Grade Level⁽¹⁾

K-12

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

Program Type

Physical Education-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

- jn Nationally recognized with conditions
- jn 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:

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

Comments, if necessary, concerning Test Results:

The pass rate of 100% is clearly documented by Assessment 1.

Summary of Strengths:

Data tables were well organized and information was easy to interpret as a result.

Alignments between rubric components and NASPE elements were clearly indicated in all assessments.

Overall organization of the report made the review process easier to complete.

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
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jn

jn

jn

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

Met

Met with Conditions

Not Met

jn

jn

jn

Decision for Standard 1:

Met

Met with Conditions

Not Met

jn

jn

jn

Comments:

The program indicated that Assessment 1: Physical Education Praxis II scores provided evidence for Elements 1.1-1.5, and Assessment 4: NASPE Clinical provided evidence for Element 1.1.

Assessment 1: Praxis II (0091) provides partial evidence for meeting Elements 1.1-1.3 and full evidence of meeting Element 1.4. Praxis II (0091) does not provide evidence for the "apply" portion of Elements 1.1-1.3. As such, Elements 1.1-1.3 are met with conditions. Praxis II (0093) provides full evidence for Element 1.5.

Assessment 4: Rubric component #8 was indicated by the program as providing evidence for Element 1.1. The performance level descriptions within the rubric make it difficult to interpret and differentiate between actual levels of performance by the candidates. This lack of differentiation may not provide useable data for the candidates, program, and reviewers to determine if element 1.1 is being met. Further clarification between performance levels is warranted.

Standard 1 is Met with Conditions.

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

jn

jn

jn

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

Met

Met with Conditions

Not Met

jn

jn

jn

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

Met

Met with Conditions

Not Met

jn

jn

jn

Decision for Standard 2:

Met

Met with Conditions

Not Met

jn

jn

jn

Comments:

The program indicated that Assessment 2: NASPE Skills and Fitness-Based Competence provides evidence for Elements 2.1-2.3.

Assessment 2: language throughout the narrative section refers to Standard 2.1, 2.2, and 2.3. Program is encouraged to align narrative language to clarify between NASPE standards and elements.

Elements 2.1 and 2.3 can be met using course grades as per the NCATE guidelines. The program included the correct information as per the NCATE guidelines. However, the program did not include the minimal level of proficiency in regards to final course grades. Elements 2.1 and 2.3 are met with conditions. The program did include performance rubrics which would also provide rich data for Elements 2.1 and 2.3. However, no data were presented in conjunction with the performance rubrics. The program is encouraged to continue using performance rubrics to provide meaningful performance data for Elements 2.1 and 2.3. Elements 2.1 and 2.3 are met with conditions.

Element 2.2: The program clearly indicated the components of the Fitnessgram used for candidate fitness evaluation. The program indicates the minimal level of performance and provided data tables indicating candidate levels of performance. The program did indicate the fitness assessments are conducted each semester, and provided details of a remediation plan for candidates not achieving the minimal level of performance. The report did not include specific information as to when and how often each candidate is required to participate in the fitness assessment. Element 2.2 is met with conditions.

Standard 2 is Met with Conditions.

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

jn

jn

jn

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

jn

jn

jn

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

Met

Met with Conditions

Not Met

jn

jn

jn

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

Met	Met with Conditions	Not Met
jn	jn	jn

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
jn	jn	jn

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

Met	Met with Conditions	Not Met
jn	jn	jn

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
jn	jn	jn

Decision for Standard 3:

Met	Met with Conditions	Not Met
jn	jn	jn

Comments:

The program indicated that Assessment 3: Lesson Plan, Assessment 4: NASPE Clinical, Assessment 5: NASPE Instructional Unit Work Sample, and Assessment 6: NASPE Technology Portfolio Assessment provide evidence for this standard.

Assessment 3: The program aligned NASPE elements with rubric components. Data tables are presented. All rubric components appear to align with the intent of each element indicated. Elements 3.2-3.7 are met with conditions as this assessment only provides data for the "planning" portion of Standard 3. Additional evidence is needed to determine if these lesson plans are designed and implemented in a K-12 setting. The program indicated these plans are developed in the methods courses and clinical experience. Further information is needed to clarify where and when these assessments are conducted.

Assessment 4: The program aligned Elements 3.2-3.7 within Assessment 4. The performance level descriptions within the rubric make it difficult to interpret and differentiate between actual levels of performance by the candidates. This lack of differentiation may not provide useable data for the candidates, program, and reviewers to determine if Elements 3.2-3.7 are being met. Further clarification between performance levels is warranted. Rubric component 6 combines Elements 3.2 and 3.3, while the data table only indicates Element 3.3. Further clarification is warranted to provide evidence for each respective element. Elements 3.2-3.7 are met with conditions.

Assessment 5: Elements 3.1, 3.2, and 3.7 are aligned within this assessment. The "planning" portion of

these elements are covered within this assessment, but no information is present to provide evidence of candidates implementing Elements 3.1, 3.2, and 3.7. Some levels of performance do not align with the rubric scoring guide within Assessment 5. See component #3 for reference. Elements 3.1, 3.2, and 3.7 are met with conditions.


Assessment 6: Technology Portfolio. The program indicates this assessment is conducted in EDUC 3423 with no indication of the technology being implemented into a lesson taught in a K-12 setting. While the elements appear to align within the rubric and data tables, the data gathered and reported with this assessment do not met the intent of Element 3.7.

Standard 3 is Met with Conditions.

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
		


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
		

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

Met	Met with Conditions	Not Met
		

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

Met	Met with Conditions	Not Met
		

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
		

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
jñ	jñ	jñ

Comments:

The program indicated that Assessments 3 and 4 provide evidence for this standard.

Assessment 3: a lesson plan assessment cannot provide evidence for elements within Standard 4 as this standard is based on "Instructional Delivery and Management."

Assessment 4: The program aligned Elements 4.1-4.6 within Assessment 4. The performance level descriptions within the rubric make it difficult to interpret and differentiate between actual levels of performance by the candidates. This lack of differentiation may not provide useable data for the candidates, program, and reviewers to determine if Elements 4.1-4.7 are being met. Further clarification between performance levels is warranted.

Rubric component 19 is aligned with Element 4.2. Given the description within the rubric, only partial evidence is presented for Element 4.2. The program is encouraged to revise the rubric description to align with the intent of Element 4.2.

Standard 4 is Met with Conditions.

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
jñ	jñ	jñ

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

Met	Met with Conditions	Not Met
jñ	jñ	jñ

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
jñ	jñ	jñ

Decision for Standard 5:

Met	Met with Conditions	Not Met
jñ	jñ	jñ

Comments:

The program indicated that Assessments 3, 4, 5, and 7 (NASPE Reflective Journal) provide evidence for this standard.

Assessment 3: Lesson Plan. The lesson plan assessment can be used to provide partial evidence of Standard 5 elements. However, the intent of Elements 5.1-5.3 are to implement and use assessment data. Evidence of implementation is not obtained through lesson plans.

Assessment 4: The program aligned Elements 5.1-5.3 within Assessment 4. The performance level descriptions within the rubric make it difficult to interpret and differentiate between actual levels of performance by the candidates. This lack of differentiation may not provide useable data for the candidates, program, and reviewers to determine if all elements are being met. Further clarification between performance levels is warranted. Additionally, several areas of this assessment co-mingled data with Standard 5 elements.

Assessment 5: Instructional Unit Work Sample is a planning assessment which does not provide data that align to Elements 5.2-5.3, but may provide partial evidence for Element 5.1.

Assessment 7: Reflective Journal assessment does not provide evidence for Standard 5 elements. While the assignment provides the opportunity for the candidate to reflect on past experiences, the data collected do not provide evidence for Elements 5.1-5.3.

Standard 5 is Met with Conditions.

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
jn	jn	jn

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

Met	Met with Conditions	Not Met
jn	jn	jn

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

Met	Met with Conditions	Not Met
jn	jn	jn

Element 6.4 Communicate in ways that convey respect and sensitivity

Met	Met with Conditions	Not Met
jn	jn	jn

Decision for Standard 6:

Met

Met with Conditions

Not Met

jñ

jñ

jñ

Comments:

The program indicated Assessments 3, 4, 5, and 7 provide evidence for Standard 6 elements.

Assessment 3: Lesson Plan assessment does not provide evidence for Standard 6 elements.

Assessment 4: see previous comments in regards to Assessment 4.

Assessment 5: see previous comments in regards to Assessment 5.

Assessment 7: see previous comments in regards to Assessment 7.

Standard 6 is Met with Conditions.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program provided sufficient evidence that candidates know the subject matter they will teach by using Assessment 1: Praxis II. Sufficient evidence was also given of determining candidate competency in skill and fitness. However, there was no indication of how teacher candidates will “apply” their content knowledge in Elements 1.1, 1.2, 1.3, and 1.5, and Assessment 2 was not clear about how the teacher candidates' fitness is tracked over time to determine the “maintenance of fitness.”

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

Assessments 3-7 provide partial evidence for meeting Standards 2-6. However, the co-mingling of data within Assessment 4 is a cause for concern. Assessment 6 was only used to support Element 3.7, and that evidence was only partially supportive. Assessment 7 is the Reflective Journal, which is a subjective self-reporting of data, and therefore, it is not an appropriate assessment to produce candidate evidence. Overall, Assessments 3-6 have the potential to provide evidence of candidate competency for Standards 2-6, but revisions are necessary to produce better rubric alignment and to reduce co-mingling of data for multiple elements.

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

The program provided partial evidence of student learning in Assessment 5. Assessments 3 and 4 do not require candidates to reflect on the progress made by students, and they do not require that reflection be supported by pre- and post-test data derived from candidate assessment of 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)

This section is well written and shows a determined effort to evaluate data by the use of “data days” and

“advisory meetings” to improve candidate performance. The report compilers provide a great amount of evidence to demonstrate that content knowledge, professional and pedagogical knowledge, skill and dispositions, and student learning are evaluated regularly. Much detail is provided to show how assessment results are used to make changes in the program.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

There is some concern that data are co-mingled from Assessment 4 to provide the same evidence for several elements.

Assessment 7 is a self-report which provides little valid or appropriate evidence of meeting Standards 5 and 6.

Standard 1 is not fully met through the use of only Assessment 1: Praxis II scores because of the applicable nature of content knowledge in four of the five elements in Standard 1.

PART F - ADDITIONAL COMMENTS

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

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

The degrees and teaching experience of many/most faculty are not in the field of physical education pedagogy; only one faculty member has a degree in physical education and that person has no teaching experience. It was not clear which faculty member(s) are responsible for supervising physical education student teachers, and whether they have any experience in teaching physical education specifically.

Part G: DECISION

Decision:

jn National Recognition with Conditions. The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY

02	/	<table border="1"><tr><td>01</td></tr></table>	01	/	<table border="1"><tr><td>2015</td></tr></table>	2015
01						
2015						

Subsequent action by the institution: To retain national recognition, a report addressing the conditions to recognition must be submitted in accordance with the instructions below. The program has **up to two opportunities** to address conditions. If the program is submitting a Response to Conditions Report **for the first time**, the possible deadlines for submitting that report are 3/15/13, 9/15/13, 3/15/14, or 9/15/14. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 3/15/14 submission deadline; however, the program should NOT submit its Response to Conditions until it is confident that it*

has addressed all the conditions in Part G of this recognition report.

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY

09 / 15 / 2014

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

1. Revise Assessment 4 measurement descriptions to provide distinctions between levels of performance.
2. Disaggregate data within Assessment 4.
3. Clarify fitness assessment participation for all candidates.
4. Indicate what the minimal level of proficiency is in regards to course grades for Elements 2.1 and 2.3.
5. Assessment 7 lacks relevance for providing data on NASPE standards, consider revising to provide useable data or consider removing this assessment.
6. Provide evidence for the "implementation" portions of all Standard 3 elements by revising Assessment 4 or creating a new assessment.
7. Revise assessments to provide evidence for "apply" portions of Elements 1.1-1.3.
8. Implement revised assessments and collect and analyze data from one administration of each assessment.
9. Revise and resubmit Section V.
10. Complete Section VI.

Please click "Next"

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