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

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<th>Name of Institution</th>
<th>Edinboro University, PA</th>
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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

- First Teaching License

### Award or Degree Level(s)

- 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:
Praxis II pass rates are at 100%.
Candidates are required to pass the Praxis prior to student teaching, resulting in a 100% pass rate.

Program appears to have a robust track in four phases for their teacher candidates to complete.

Program attempts to use multiple assessments for each NASPE standard.

**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

**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

**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

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

- Met
- Met with Conditions
- Not Met

**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:**

Program indicated Assessments 1-5 as providing evidence for Standard 1.

Assessment 1: Praxis II (0856). Program indicated the PAPA, Praxis II (0511), and Praxis II (0856) as providing evidence for Standard 1 elements. As submitted, only Praxis II (0856) can provide evidence for NASPE standard/elements. Praxis II (0856) provides partial evidence for the "describe" portion of Elements 1.1-1.3 and does not provide evidence for Elements 1.4 or 1.5. Program is encouraged to visit: http://www.ncate.org/Accreditation/ProgramReview/PraxisIIDataforNCATEStandardOne/tabid/457/Default.aspx

This website will provide information on how to report Praxis II data for report submission.

Data from a licensure exam can only be used as evidence for Standard 1. Program has aligned several elements from Standards 3 and 4 with Praxis II data.

Assessment 2: Course Grades. Program is encouraged to visit the following website detailing the guidelines of using course grades for teacher candidate evidence.


Course grades can only be aligned with Standard 1 and Standard 2. Program aligned all standards/elements with this assessment.

Assessment 3: Adapted Physical Education Swim Rubric. Program indicated Elements 1.1, 1.2, 1.3, & 1.5 as being aligned with
this assessment. Reviewers noted several incidents of commingling throughout the scoring rubric. Reviewers noted issues with discriminating between scoring levels with Assessment 3 scoring rubric. Program uses vague terms in differentiate candidate performance between levels. Program does not indicate what the minimal level of performance is for Assessment 3. The program must disclose if the candidates need to perform at the "acceptable" or "developing" level to determine proficiency with this assessment.

Assessment 4: Teacher Candidate Performance Profile (TCPP). Program indicated Elements 1.1, 1.4, and 1.5 as being addressed with this assessment. Several standards/elements are commingled with the scoring rubric and data tables. Reviewers noted several alignment issues within Assessment 4 with Standard 1. It was unclear how KP1 is aligned with Standard 1. The description appears to be too generic. KP12 does not appear to be aligned with Element 1.5. PR5 does not appear to be aligned with Element 1.4.

Assessment 5: Instructional Assessment Plan. Program indicates Elements 1.1 and 1.2 are addressed within this assessment. Reviewers noted several incidents of commingling within the scoring rubric and data tables. Program uses vague terms in differentiating candidate performance between scoring levels. Vague terms such as "some", "general", and "limited" do not guide candidate performance or ensure scorer consistency. Program does not indicate what the minimal level of performance is for Assessment 5.

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.

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<p>| Element 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program. |</p>
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<p>| Element 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities. |</p>
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<p>| Decision for Standard 2: |</p>
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| Comments: |
| Program indicated Assessments 2 and 6 as providing evidence for Standard 2. |

Assessment 2: Course Grade. See previous comments regarding Assessment 2.

Assessment 6: Skill and Fitness Based Competence. Program indicated the TGMD as providing evidence for Element 2.1, the GPAI as providing evidence for Elements 2.1 and 2.3, and TriFit as providing evidence for Element 2.2.

Element 2.1: The information provided by the program does appear to provide evidence of teacher candidates meeting the intent of Element 2.1. However, reviewers were not able to determine what the minimal level of proficiency is for the GPAI as it pertains to Element 2.1. Additionally, the program did not provide disaggregated data for the specific subareas for both the TGMD and GPAI assessments. Program only report overall pass rates for both assessments.

Element 2.2: Program indicated the TriFit as providing data for Element 2.2. Program did not indicate what the minimal level of performance is for each sub-test under the TriFit. Data was reported in overall pass rates and did not report performance data for each sub-test.

Element 2.3: Similar to Element 2.1, program did not indicate what the minimal level of performance is for the GPAI and data were reported in overall rates and no reported by specific subareas under the GPAI.

Standard 2 is Met with Conditions
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.

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**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.

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

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

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

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

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**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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**Decision for Standard 3:**

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**Comments:**

Program indicated Assessments 1-5 as providing evidence for Standard 3.

Assessment 1: Not applicable for this standard.

Assessment 2: Not applicable for this standard. Course grades cannot be used as evidence outside of Standards 1 and 2.

Assessment 3: Adapted Physical Education Swim Rubric. Program indicated Elements 3.1-3.6 as being aligned within this assessment. Reviewers noted several incidents of commingling throughout the scoring rubric. Reviewers noted issues with discriminating between scoring levels with Assessment 3 scoring rubric. Program uses vague terms in differentiate candidate performance between levels. Program does not indicate what the minimal level of performance is for Assessment 3. It was unclear if candidates need to perform at the "acceptable" or "developing" level to determine proficiency within this assessment. Reviewers also noted lack of alignment between rubric criteria and Standard 3 and elements under the standard.

Assessment 4: Teacher Candidate Performance Profile (TCPP). Program indicated Elements 3.1-3.7 as being addressed within this assessment. Several standards/elements are commingled with the scoring rubric and data tables. Reviewers noted issues with discriminating between scoring levels with Assessment 4 scoring rubric. Program uses vague terms in differentiate candidate performance between levels. Program does not indicate what the minimal level of performance is for Assessment 4. It is unclear if candidates need to perform at the "acceptable" or "developing" level to determine proficiency within this assessment. Reviewers noted several alignment issues within Assessment 4 with Standard 3 and elements under the standard.

Assessment 5: Instructional Assessment Plan. Program indicates Elements 3.1-3.6 are addressed within this assessment. Reviewers
noted several incidents of commingling within the scoring rubric and data tables. Program uses vague terms in differentiating candidate performance between scoring levels. Program does not indicate what the minimal level of performance is for Assessment 5. As currently submitted, this assessment cannot provide any evidence of candidates successfully meeting Standard 3.

Standard 4 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.

Radical inequalities exist which can be covered in the scoring rubric and data tables. Program uses vague terms in differentiating candidate performance between scoring levels. Program does not indicate what the minimal level of performance is for Assessment 5. As currently submitted, this assessment cannot provide any evidence of candidates successfully meeting Standard 3.

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

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

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

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

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

Decision for Standard 4:

Comments:

Program indicated Assessments 1-5 as providing evidence for Standard 4.

Assessment 1 is not appropriate to be used for this standard.
Assessment 2 is not appropriate to be used for this standard.
Assessment 3: See previous comments regarding Assessment 3.
Assessment 4: See previous comments regarding Assessment 4.
Assessment 5: See previous comments regarding Assessment 5.

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.

Radical inequalities exist which can be covered in the scoring rubric and data tables. Program uses vague terms in differentiating candidate performance between scoring levels. Program does not indicate what the minimal level of performance is for Assessment 5. As currently submitted, this assessment cannot provide any evidence of candidates successfully meeting Standard 3.

Element 5.2

Decision for Standard 5:

Comments:

Program indicated Assessments 1-5 as providing evidence for Standard 5.

Assessment 1 is not appropriate to be used for this standard.
Assessment 2 is not appropriate to be used for this standard.
Assessment 3: See previous comments regarding Assessment 3.
Assessment 4: See previous comments regarding Assessment 4.
Assessment 5: See previous comments regarding Assessment 5.

Standard 5 is Met with Conditions
**Element 5.3** Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

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**Decision for Standard 5:**

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**Comments:**

Program indicated Assessments 1-5 as providing evidence for Standard 5.

Assessment 1 is not appropriate to be used for this standard. Please refer to NCATE/CAEP guidelines for submitting evidence.

Assessment 2 is not appropriate to be used for this standard.

Assessment 3: See previous comments regarding Assessment 3.

Assessment 4: See previous comments regarding Assessment 4.

Assessment 5: See previous comments regarding Assessment 5.

Standard 5 is Met with Conditions.

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**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.

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

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

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**Element 6.4** Communicate in ways that convey respect and sensitivity

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**Decision for Standard 6:**

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**Comments:**

Program indicated Assessments 2-4 as providing evidence for Standard 6.

Assessment 2 is not appropriate to be used for this standard.

Assessment 3: See previous comments regarding Assessment 3.

Assessment 4: See previous comments regarding Assessment 4.

Standard 6 is Met with Conditions.
PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates’ knowledge of content

Assessment 1 provides some evidence that candidates have the content knowledge, but the data should be reported using NCATE guidelines for a better determination. Assessment 2 has the potential for providing evidence that candidates have the necessary content knowledge, but a richer description is needed for the course alignment.

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

Assessments 3, 4, and 5 have the potential for providing evidence of the candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions, but due to the commingling of the standards among the items, a determination could not be made. In addition, distinct levels of candidate performance were not defined.

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

Assessment 5 has the potential for showing evidence of the candidates’ effects on student learning. Due to the commingling of items, a determination could not be made.

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 faculty engage in reflective practices through the analysis of assessment results. The faculty use the assessment data to modify and enhance the curriculum. Changes are made on a semester by semester basis.

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:

No program faculty have a terminal degree in physical education or closely related field.

Part G: DECISION

Decision:

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  / 01  / 2016

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 3/15/14, 9/15/14, 3/15/15, or 9/15/15. 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 3/15/15 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
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 / 2015

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. Report all data following NCATE/CAEP guidelines
2. Include sub-scores for all assessment for appropriate data dissemination.
3. Properly use course grades as per the NCATE/CAEP requirements.
5. Revise rubric scoring guides to provide differentiation among scoring levels.
6. Indicate the minimal level of candidate performance on all assessments.
7. Ensure proper alignment of NASPE standards/elements within all assessment criteria.
8. Attend to all concerns listed in Part B.
9. Revise Section III Alignment Chart.
10. Conduct one administration of data for all new/revised assessments.
11. Analyze data for revised rubrics in Section V in the response to conditions report.
12. Section VI will need to be completed in the response to conditions report.

Please click "Next"

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