



## **Kinesiology, Sport & Recreation**

September 11, 2020

To Whom It May Concern,

The Physical Education Department at EIU has longed been recognized as one of the best programs in the state of Illinois. Physical education teacher candidates (TCs) have a 100% pass rate on the Illinois Physical Education Content Test (144), exceeding the NASPE required pass rate of 80%. The mean total test scores remain stable for the most part at 254 (Passing score = 240). It is evident that the Physical Education Teacher Education faculty does an excellent job in holding the students accountable for the development of content knowledge that will serve as the foundation for quality teaching in physical education. In addition, TCs in physical education have a pass rate of near 98% on the Edtpa Assessment administered during student teaching. Qualitative data from alumni consistently states that students felt prepared and ready for student teaching and starting their career as a physical education teacher in the K-12 setting.

The physical education faculty continue to evaluate feedback from student teachers and alumni and stay current with educational trends to insure that the curriculum provides TCs with knowledge and experiences necessary to plan, deliver, and assess quality physical education programs. In addition, the faculty have created review sessions and study materials to assist candidates in passing the state content test. Furthermore, students in the PE Methods courses develop extensive unit plans and teacher work samples to assist them in passing the Edtpa Assessment in student teaching.

With respect to curriculum updates, the program provides candidates with more variety in content knowledge through the program's technique and theory courses. Courses now include a focus on three contents versus two. A health-related fitness course was added to the curriculum to address the low scores on the health-related fitness subsection of the Physical Education Sate Content Test (144). Based off feedback from student teachers and alumni in the field, the program wants to add a weight training course to further enhance the content knowledge of our TCs.

Another strength of the program is the field experience opportunities TCs receive in the program. Candidates have the opportunity to observe physical education teachers in the field during KSR 2000 early in the program's plan of study. In addition, TCs receive hands on experience working with special needs individuals in the Adapted PE course. Furthermore, TCs in the Methods courses are out in local schools teaching physical education with elementary and secondary students for a total of 10 weeks. The data from our program SPA and feedback from alumni clearly indicate that our TCs are meeting program and national standards, and have the skills, knowledge and dispositions to teach quality physical education in K-12 settings.

# NATIONAL RECOGNITION REPORT

## Initial Preparation of Physical Education Teachers (2008 Standards)

National 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

Eastern Illinois University

Date of Review

MM DD YYYY

08 / 01 / 2017

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<sup>(1)</sup>

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 national 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 SPA benchmarked licensure test data requirement, if applicable:

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

Comments, if necessary, concerning Test Results:

Not applicable as per new CAEP guidelines related to state licensure exam data for response to conditions reports. Previously met in prior program report. Range of scores is provided as requested.

Summary of Strengths:

See comments provided in prior recognition report.

## 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:

Assessments 1 & 4 were used to address this standard.

Assessment 1: The program provided an updated data table with one cycle of the most recent data as was requested. New data have been analyzed and interpreted.

Assessment 4: The program provided an updated data table with one cycle of new data as was requested. New data have been analyzed and interpreted. In addition, as requested, the program addressed the lack of alignment between scoring guide and data table by removing the "Not observed" category from the scoring guide. Both are now in alignment.

All conditions associated with Assessments 1 and 4 have been met. Elements 1.1 - 1.5 and Standard 1 are 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



Decision for Standard 2:

Met

Met with Conditions

Not Met



Comments:

Assessment 2 is used to address this standard.

Assessment 2: Criteria for scoring guide items have been revised so they now differ among performance levels. A variety of skills are used to provide evidence toward the standard so this portion of the condition is now met. Further, the program provided clarity regarding assessment protocol such as number of opportunities candidates have to demonstrate acceptable performance; number of fitness components assessed (4 of 5), and remediations/accommodations are explained for those candidates with demonstrated need(s). Finally, the data table of evidence for Element 2.2 has been revised to show data disaggregated by gender and HFZ scores.

Assessment 4: The scoring guide for Assessment 4 contains 3 items to assess candidate performance for Elements 2.1, 2.2, and 2.3. It is unclear how candidates can be assessed on individual skillful, as per Element 2.1, while student teaching. If the expectation of the program is that candidates are assessed on skillfulness during a demonstration, it is not a fair assessment given each student teacher is likely teaching different lessons/units. It is unclear how a candidate can be assessed on health-related physical fitness during observation of a lesson. Data do not provide evidence for meeting any elements below Standard 2.

All conditions associated with Standard 2 have been met so Elements 2.1 -2.3 and Standard 2 are 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
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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:

Assessments 3, 4, & 5 are used to address this standard.

Assessments 3, 4 & 5: Scoring guide criteria have been revised so they are clearly differentiated among performance levels per item; terms that were included in prior submission that were ambiguous have been replaced or removed. The revised assessment has been administered to collect one new cycle of data; these new data have been analyzed and interpreted. See additional comments regarding Assessment 4 provided above for Standard 2.

Since all conditions related to Assessments 3, 4 and 5 are met, Elements 3.1 - 3.7 and Standard 3 are 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"/>

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



Comments:

Assessment 4 was used to address this standard.

Assessment 4: As noted above, all conditions associated with Assessment 4 have been met. See comments provided below Standard 2.

Elements 4.1 - 4.6 are met. 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:

Assessments 4 & 5 were used to address this standard.

Assessments 4 & 5: As noted above, all conditions associated with Assessments 4 & 5 have been met.

Elements 5.1, 5.2 and 5.3 are met. 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



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

Met



Met with Conditions



Not Met



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

Met



Met with Conditions



Not Met



Element 6.4 Communicate in ways that convey respect and sensitivity

Met



Met with Conditions



Not Met



Decision for Standard 6:

Met



Met with Conditions



Not Met



Comments:

Assessments 4 & 6 were used to address this standard.

Assessment 4: Conditions associated with Assessment 4 have been addressed.

Assessment 6: Scoring guide criteria have been revised so they are clearly differentiated among performance levels per item; terms that were included in prior submission that were ambiguous have been replaced or removed. The revised assessment has been administered to collect one new cycle of data; these new data have been analyzed and interpreted.

Elements 6.1 - 6.4 are met. 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 provided in the previous program report.

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

NASPE Standards 3, 4 and 6 are now met. As such, evidence is provided of candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

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

NASPE Standard 5 is now met. As such, evidence is provided of candidates' impact on P-12 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)

Changes are apparent based on feedback from submission of their response to conditions report. Assessment data continue to be evaluated to improve course content.

## **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 CAEP site visitors:

None at this time.

## Part G: DECISION

Decision:

-  National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. National recognition is dependent upon CAEP 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.