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).

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Oklahoma State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Review</td>
<td>08/01/2018</td>
</tr>
<tr>
<td>This report is in response to a(n):</td>
<td>Initial Review</td>
</tr>
<tr>
<td>Program(s) Covered by this Review</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Grade Level(1)</td>
<td>PK-12</td>
</tr>
<tr>
<td>(1) e.g. Early Childhood; Elementary K-6</td>
<td></td>
</tr>
<tr>
<td>Program Type</td>
<td>First Teaching License</td>
</tr>
<tr>
<td>Award or Degree Level(s)</td>
<td>Baccalaureate</td>
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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:
Over the past 3 years, the pass rate for the OSAT was 100%.

Summary of Strengths:
+ Content test pass rate
+ Amount of weeks in Student Teaching
+ Reflection related to retention, candidate writing issues
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:
The program offered Assessments 1, 2, 3, and 4 as addressing this standard.

Assessment 1: OSAT. As the program acknowledged, this test provides evidence for the "describe" portion of Elements 1.1 - 1.3, and fully addresses Element 1.4.

Assessment 2: Grades. This tool addresses Elements 1.1, 1.2, 1.3, 1.4, and 1.5.

Assessment 3: MTETC. Mentor Teacher Feedback. This form is completed by mentor teachers during and/or at the end of student teaching.
- Element 1.1 is met through a combination of descriptors
- Element 1.2 descriptor is below the intention of the element
- Element 1.3 is partially addressed
- Element 1.5 is addressed.

Assessment 4: USETC. This is the supervisor evaluation of the candidate. The program identifies the average descriptor as meeting the intention of the element.
- Items 1 and 2, in combination, fall below the intention of Element 1.1
- Items 3 and 4, in combination, fall below the intention of Element 1.2
- Items 5 and 6, in combination, weakly address the intention of Element 1.3
- Items 7 and 8 in combination address Element 1.5.

**Elements 1.1 - 1.5 are met and Standard 1 is 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.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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#### Element 2.2
Achieve and maintain a health-enhancing level of fitness throughout the program.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
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#### Element 2.3
Demonstrate performance concepts related to skillful movement in a variety of physical activities.

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<th>Met</th>
<th>Met with Conditions</th>
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### Decision for Standard 2:

<table>
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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Comments:**

The program offers Assessment 2, 7, and 8 as addressing this standard.

**Assessment 2: Grades.** This tool addresses Elements 2.1, 2.3 and 2.2. Element 2.2 requires the program assess candidates a minimum two times and this does take place.

**Assessment 7: Fitness Tests.** This tool addresses Elements 2.1-2.3 and data support candidate success.

**Assessment 8: Skills and Motor Competency.** Assessments occur in both open and closed environments, address a wide variety of skills, individual and team games. Criteria at the program’s minimal level of acceptable performance are sufficient to meet the intent of the standard/element. Data provide evidence toward Standard 2.

Elements 2.1 - 2.3 are met. 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.

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<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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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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<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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</table>
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 |

Decision for Standard 3:

| Met | Met with Conditions | Not Met |

Comments:

The program offers Assessments 3, 4 and 5 as addressing this standard.

Assessment 3: MTETC. Mentor Teacher Feedback. This form is completed by mentor teachers during and/or at the end of student teaching. The "Acceptable" level is the program's minimal level of acceptable performance. Assessments 3 and 4 are the same tool utilized by different experts (mentor teacher and university supervisor)

-Criteria for #9 only partially address the intent of Element 3.1
-The combination of 10, 11, and 12 does not address the full intent of Element 3.2
-The combination of 13 and 14 successfully address Element 3.3.
-The combination of 15, 16, and 17 successfully address Element 3.4.
-Although not in the data table, the combination of items 16 and 17 do not address Element 3.5.
-Criteria for Items 18, 19, and 20 fall below the intent of Element 3.6 at the acceptable level.
-Items 21, 22, and 23 combine to successfully address Element 3.7.

Assessment 4: USETC. This is the supervisor evaluation of the candidate. The program identifies the average level as providing criteria meeting the intention of the element. Assessment 3 and 4 are the same tool utilized by the mentor (Assessment 3) and the university supervisor (Assessment 4).

-Item 9 criteria fall below the intent of Element 3.1 - the acceptable level lacks "proper sequencing" which does not address link to program and instructional goals.
-Items 10, 11 and 12 in combination does not address the full intent Element
3.2
-Items 13 and 14 in combination address Element 3.3
-Items 15, 16, and 17 in combination address Element 3.4
-Element 3.5 is only partially addressed, but not acknowledged in Attachment III
-Items 18, 19, and 20 in combination still only partially address Element 3.6. Criteria do not address implementation/instruction that address the diverse need of all students.
-Items 21, 22, and 23 address Element 3.7

Assessment 5: TWS.
-Element 3.1 at the "acceptable" level (2.0) does not fully address this element. Target does align more with the intent of Element 3.1 at the acceptable level but still does not address the full intent of this element.
-Element 3.2 is only met at the target level - that is not the program requirement. Target scoring level does align more with the intent of Element 3.2 but still does not address the full intent of this element.
-Element 3.3 criterion within the rubric does not align with the full intent of Element 3.3.
-Elements 3.4 and 3.5 have the same issues as 3.1 and 3.2 - and do not address the element at the "acceptable" level.
-Element 3.6 is minimally addressed with the combination of descriptors.
-Item 7 only partially addresses Element 3.7.

Elements 3.3, 3.4, 3.6 and 3.7 are met. Elements 3.1, 3.2 and 3.5 are met with conditions. Standard 1 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.

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<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Element 4.2** Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Element 4.3** Provide effective instructional feedback for skill acquisition, student learning, and motivation.

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<th>Met</th>
<th>Met with Conditions</th>
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**Element 4.4** Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Element 4.5** Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Element 4.6** Implement strategies to help students demonstrate responsible personal and social behaviors in a
productive learning environment.

**Decision for Standard 4:**

<table>
<thead>
<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Comments:**

The program offered Assessments 3 and 4 as addressing this standard.

Assessment 3: MTETC. Mentor Teacher Feedback. This form is completed by mentor teachers during and/or at the end of student teaching. Acceptable level is minimum level of program acceptability.
- Items 24 and 25 in combination address Element 4.1
- Items 26 and 27 in combination address Element 4.2
- Items 28 and 29 in combination address Element 4.3
- Items 30 and 31 address Element 4.4
- Items 32, 33, and 34 in combination address Element 4.5
- Item 35 does not address the intent of Element 4.6

Assessment 4: USETC. This is the supervisor evaluation of the candidate. The program identifies the average descriptor as meeting the intention of the element.

4.1 - 4.5 are addressed by this tool.

Element 4.6 (using the same descriptor as Assessment 3) continues to fall below the intent of this element. This needs to address personal and social behaviors of students in a productive learning environment.

Elements 4.1 - 4.5 are met. Element 4.6 is met with conditions. 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.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Element 5.2** Use appropriate assessments to evaluate student learning before, during, and after instruction.

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<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**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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<thead>
<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Decision for Standard 5:**

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<thead>
<tr>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
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**Comments:**

The program offered Assessment 5 as addressing this standard.
Assessment 5: TWS.
-Items 1 and 2 do not fully address the intent of the Element 5.1.
-Item 3 lacks the "during" requirement at the acceptable level for Element 5.2.
-Item 5 does not address the intent of Element 5.2.
-Items 3, 4, and 5 in combination weakly address Element 5.3 at the acceptable level.

Element 5.3 is met. Elements 5.1 and 5.2 are met with conditions. 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

**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:**
The program offered Assessment 3, 4, and 6 as addressing this standard.

Assessment 3: MTETC. Mentor Teacher Feedback. This form is completed by mentor teachers during and/or at the end of student teaching. Acceptable level is minimum level of program acceptability.
This tool does indeed address all elements of standard 6.

Assessment 4: USETC. This is the supervisor evaluation of the candidate. The program identifies the average descriptor as meeting the intention of the element.
This tool addresses all of elements Standard 6.

Assessment 6: Dispositions. This tool does address all elements of Standard 6.

Elements 6.1 - 6.4 are met. Standard 6 is met.
### C.1. Candidates’ knowledge of content

The 100% pass rate of the OSAT over the past 3 years provides strong evidence of candidates' physical education content knowledge.

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

Assessments 3 and 4 are the same tool and provide some evidence of candidates' ability to understand and apply pedagogical and professional content knowledge, skills and dispositions. Assessment 6 provides additional support for dispositions.

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

Assessment 5 provides partial evidence of candidates effects on P-12 learning. Once the program makes adjustments to the tool submitted, this evidence will be clearly supportive of candidate impact on student learning.
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 discussion on candidate retention demonstrates that program faculty are looking at the big picture and beginning to address how they can strengthen program and candidate performance. In addition, plans to address writing issues of candidates is impressive.
| Areas for consideration | None at this time. |
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 with Conditions. The program has received a decision of conditional national recognition. See below for details.
The program is recognized through:

<table>
<thead>
<tr>
<th>MM</th>
<th>DD</th>
<th>YYYY</th>
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</thead>
<tbody>
<tr>
<td>08</td>
<td>01</td>
<td>2020</td>
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</table>

Subsequent action by the institution: Programs will have a maximum of two opportunities to resubmit a report with revisions to receive National Recognition. A report addressing the conditions must be submitted in accordance with the dates provided on the National Recognition Report. A program should NOT submit its Response to Conditions until it has the required data and is confident that it has addressed all the conditions in Part G of this Recognition Report. If no reports are submitted by the noted date, the program’s recognition status will expire and revert to Not Recognized. In case the status expires, the program will not be able to submit a Response to Conditions Report, but may submit a new, complete program report and initiate a new program review if time permits for the current CAEP accreditation cycle. Otherwise, the program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit.

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.

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<tr>
<td>03</td>
<td>15</td>
<td>2020</td>
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The following conditions must be addressed within the time period specified above if the program's recognition with conditions has been continued. See above for specific date.

1. Revise Assessment 3, 4, and 5 rubrics to ensure criteria at the program's minimal level of acceptable performance align with the intent of the NASPE Element.
2. Address all concerns in Part B of this Recognition Report.
3. Implement new and revised assessments to collect one cycle of few data; analyze and interpret new data.
4. Revise Section III.
5. Revise Section V based on new data collected.
6. Complete Section VI.
This is the end of the report. Please click "Next" to proceed.