

Arkansas Department of Education
PROGRAM REVIEW REPORT
Initial Preparation for Teachers of
Physical Education, Wellness and Leisure

COVER PAGE

Name of Institution

Arkansas State University

Date of Review (completion date)

MM DD YYYY
02 20 2009

This report is in response to a(n):

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

Program Covered by this Review

Physical Education, Wellness and Leisure, P-12

Program Type (initial licensure; advanced licensure; license endorsement)

Initial Licensure: Undergraduate (BSE) and post baccalaureate (licensure only)

Award or Degree Level(s)

- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

Decision on State Approval of the Program(s): [See Part G]

- Approved
- Approved with Conditions
- Approved with Probation
- Not Approved

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

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

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

Comment:

Data for last three years indicate passing rate of 95% (N=79) on Praxis PE Content Knowledge (0856) and 93% (N=74) on Praxis PE Movement Forms-Analysis and Design (0092).

Summary of Strengths:

HPSS and unit assessments for admission to program provide strong entry criteria.

PART B - STATUS OF MEETING STANDARDS

Standard One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects. The teacher has knowledge of the following:

- 1.1. How to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to Physical Education, Wellness and Leisure;
- 1.2. A multicultural perspective of Physical Education, Wellness and Leisure;
- 1.3. How to relate higher disciplinary knowledge to other subject areas;
- 1.4. How students’ conceptual frameworks and their misconception of an area of knowledge can influence their learning;

- Met
- Met with Conditions
- Not Met

Comment:

See comments in Part C.

Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives. The teacher has knowledge of the following:

- 2.1. Principles of curriculum design and knows how to plan lessons, units, and courses of study;
- 2.2. How to apply interdisciplinary approaches to curriculum design;
- 2.3. Recognition of the continuum of learning within the P-12 curriculum of the discipline(s) he/she teaches;
- 2.4. How to teach students to communicate effectively through reading, writing, listening, and speaking;
- 2.5. How to ask questions to stimulate discussion as well as creative and critical thinking;
- 2.6. How to use various instructional technologies to address individual and group needs;

2.7. How to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Met Met with Conditions Not Met

Comment:

See comments in Part C.

Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students. The teacher has knowledge of the following:

- 3.1. Concepts of human growth and development;
- 3.2. How to evaluate and apply appropriate techniques and strategies based on different learning theories;
- 3.3. How to evaluate and use a variety of materials to support different instructional strategies;
- 3.4. How students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions;
- 3.5. An awareness of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain;
- 3.6. The importance of peers to intellectual development;
- 3.7. How to find information and services to support students;

Met Met with Conditions Not Met

Comment:

See comments in Part C.

Standard Four: The teacher exhibits human relations skills which support the development of human potential. The teacher has knowledge of the following::

- 4.1. A familiarity of students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling;
- 4.2. How students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values;
- 4.3. The importance of treating others with respect and dignity;
- 4.4. How to communicate effectively with multiple audiences;

Met Met with Conditions Not Met

Comment:

See comments in Part C.

Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well-being. The teacher has knowledge of the following:

- 5.1. The importance of reflecting on practice to improve instruction;
- 5.2. How to translate, evaluate, and apply current education research;
- 5.3. Legal obligations as represented by statute, regulation, school board directive, court decision, or other policy;
- 5.4. An understanding of the process of change;
- 5.5. An understanding of schools as organizations within the larger community context;
- 5.6. An understanding of the importance of family/guardian involvement;
- 5.7. An understanding of how student groups function and influence people and how people influence students.

Met Met with Conditions Not Met

Comment:

See comments in Part C.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content (from Section IV, Assessments 1 & 2 of Program Report)

Data from Assessment 1, Praxis: PE Content Knowledge (0865) and Praxis: PE Movement Forms Analysis and Design (0092) indicate candidates have high level of competence in content knowledge. Data from assessment 2, Student Intern Evaluation indicate candidates are highly successful in applying content and pedagogical knowledge in teaching.

C.2. Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions (from Section IV, Assessments 3 & 4 of Program Report)

Data from Assessment 3, HPESS Lesson Plan, indicate 95% of candidates have met or exceeded performance standards. Data from Assessment 4, Student Intern Summative Evaluation, indicate that candidates demonstrate ability to understand and put into practice the elements identified in the conceptual framework.

C.3. Candidate effects on P-12 student learning (from Section IV, Assessment 5 of Program Report)

Assessment 5, Candidate Assessment Project (CAP), a newly implemented assessment, provides evidence to indicate that candidates meet or exceed performance standards for effecting student learning. Limited evidence (N=9) indicate candidates meet or exceed performance standards in this area.

C.4. Evidence of meeting state standards (from Section IV, Assessments 6-8 of Program Report)

Data from Assessment 6, Micro Teaching, indicate that candidates achieve a high pass rate (91.94%) on the assessment, thus demonstrating pedagogical competence in presentation, grade appropriateness, teaching objectives, student engagement, organization, content knowledge, feedback, appropriate skill development, appropriate voice quality, and confidence. Data from Assessment 7, Candidates' Exit Survey, indicate that candidates believe the program has prepared them to become professional teachers.

Data from Assessment 8, Praxis III, indicate a 100% pass rate for candidates (N=18) from Fall 2004 through Spring 2008. This assessment encompasses all elements of the state's Pathwise® model for teaching performance.

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 Report and Attachment Z provided evidence that assessment results are being used to improve strengthen the program and improve candidate performance.

PART E - AREAS FOR CONSIDERATION

PART F - ADDITIONAL COMMENTS

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

This program report was very well prepared, extensive and thorough. The program is listed as K-12, but should be listed as P-12 commensurate with grade ranges for Arkansas licensure.

F.2. Concerns for possible follow-up:

PART G – DECISIONS

Approved. The program is approved pending continued NCATE accreditation of the institution's professional education unit subsequent to the upcoming review in Fall 2009. If NCATE accreditation is continued, the approval extends through the semester and year of the next NCATE accreditation cycle in 5-7 years. The program will be listed on the website and/or other publications of the ADE. The institution may list the program as state approved in its published materials.

PART H – TERMS AND SUBSEQUENT ACTION BY THE INSTITUTION

The program is approved. No further action is required at this time. In order to qualify for continued state approval, however, a new program report must be submitted prior to the institution's next NCATE accreditation cycle in 5-7 years.