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

COVER PAGE

Name of Institution
Williams Baptist College

Date of Review

MM  DD  YYYYY
08   15   2012

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

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

☐ Initial licensure

Award or Degree Level(s)

☑ Baccalaureate
☐ Post Baccalaureate
☐ Master's

PART A - APPROVAL 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:

Licensure exams for Physical Education Wellness and Leisure include the Praxis II: Health & Physical Education Content Knowledge assessment (0856) and the Praxis II: Physical Education Content & Design assessment (0095). Data from the Content Knowledge test (0856) reflect pass rates of 100% in 2008-09 (N=7) and 2009-10 (N=9) and 82% in 2010-11 (N=11). Data from the Content and Design test (0095) reflect pass rates of 86% in 2008-09 (N=7), 100% in 2009-10 (N=9) and 92% in 2010-11 (N=13).

Summary of Strengths:

Summary of Program Assessments:

1. Praxis II Content Knowledge: Health & Physical Education (0856) and Physical Education Content & Design (0095)
2. Praxis II Principles of Learning and Teaching: Grades P-4 (0621), Grades 5-9 (0623), or Grades 7-12 (0624)
3. Thematic Unit Plans
4. Directed Student Teaching
5. Praxis III
6. Portfolio
7. Surveys

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:
Element 1.1 of the standard is addressed in assessments 1, 3, 4, 5, 6 and 8.
Element 1.2 of the standard is addressed in assessments 1, 3, 4, 5, 6, 7 and 8.
Element 1.3 of the standard is addressed in assessments 1, 2, 4, 5, 6, 7 and 8.
Element 1.4 of the standard is addressed in assessments 1, 2, 3, 4, 5, 7 and 8.
Data from the assessments provide sufficient evidence that elements 1.1 – 1.4 of this standard are met.

**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:
Element 2.1 of the standard is addressed in assessments 1, 3, 4, 5, 6, 7 and 8
Element 2.2 of the standard is addressed in assessments 1, 3, 4, 5, 6, 7 and 8
Element 2.3 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Element 2.4 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Element 2.5 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Element 2.6 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Element 2.7 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Data from the assessments provide sufficient evidence that elements 2.1 – 2.7 of this standard are met.

**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:

Element 3.1 of the standard is addressed in assessments 1, 2, 3, 4, 5 and 8
Element 3.2 of the standard is addressed in assessments 1, 2, 3, 4, 5 and 8
Element 3.3 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6 and 8
No assessments were indicated for Elements 3.4 or 3.5.
Element 3.6 of the standard is addressed in assessments 2, 4 and 5
Element 3.7 of the standard is addressed in assessments 3, 4, 5 and 8

Data from the assessments provide sufficient evidence that elements 3.1, 3.2, 3.3, 3.6 and 3.7 of this standard are met. Although no assessments were indicated for elements 3.4 or 3.5, which might have been an oversight, it appears that these elements might be reflected in data from the Praxis II PLT assessment the Praxis III assessment data.

**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:

Element 4.1 of the standard is addressed in assessments 1, 2, 3, 4 and 5
Element 4.2 of the standard is addressed in assessments 1, 2, 3, 4, 5 and 8
Element 4.3 of the standard is addressed in assessments 3, 4 and 5
Element 4.4 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6 and 8

Data from the assessments provide sufficient evidence that elements 4.1 – 4.4 of this standard are met.

**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:

Element 5.1 of the standard is addressed in assessments 1, 2, 4 and 5
Element 5.2 of the standard is addressed in assessments 3, 4, 5 and 8
Element 5.3 of the standard is addressed in assessments 4, 5 and 8
Element 5.4 of the standard is addressed in assessments 1, 2, 3, 4, 5, 6, 7 and 8
Element 5.5 of the standard is addressed in assessments 3, 4, 5, 6 and 8
Element 5.6 of the standard is addressed in assessments 2, 4 and 5
Element 5.7 of the standard is addressed in assessments 2, 4, 5 and 8

Data from the assessments provide sufficient evidence that elements 5.1 – 5.7 of this standard are met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

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

The data reflects a 100 percent pass rate on the content knowledge test in 2008-2009 and in 2009-2010 and an 82 percent pass rate in 2010-2011. Candidate Praxis II scores in 2009-2010 were four percentage points above state and national averages in section V and up to nine percentage points higher than state and national averages in section VI. In regard to the Physical Education Analysis and Design section of Praxis II, candidates scored within one percentage point of state and national averages in 2008-2009 and then scored above state and national averages in 2009-2010 and then again meet or exceeded state and national averages in 2010-2011.

2008-2009 candidates scored below state and national averages on the Praxis II Principles of Learning and Teaching. This group of students outscored their peers in only one of the seven categories, section VI Communication Techniques: Case Histories/Short Answer Questions. The institutional average was evidently poor in the category of teacher professionalism. Students completing this exam in 2009-2010 successfully met and exceeded state and national averages on five of the seven sections. These students achieved high marks on section I. Students as Learners. Poor test scores were notable in only one area of the test, which was Section II: Instruction and Assessment. In 2010-2011 our students were again demonstrating success by meeting and exceeding state and national scores on four of the seven test areas. The proficient area was Section IV Students as Learners: Case Histories/Short Answers and Scores on Section VI Communication Techniques were notably weak.

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)

The Unit Plan template has been designed as a guide for the candidates to utilize as they learn the process of providing sequential learning experiences for all school-aged children. At this point in their degree program, candidates are attaining above average scores in their development of Unit Plans. Candidate performance is supported through continued practice in methods courses, Directed Student Teaching (DST), and Praxis III mentoring.

Evaluations submitted by cooperating teachers provide clear evidence that a majority of candidates are performing at an excellent level during Directed Student Teaching. Pathwise Domains meet the standards as explained in the previous alignment with standards section of the assessment. Student teachers from 2008-2009 received the highest marks in all categories of Pathwise assessment. Even though the DST student evaluations from 2009-2010 were lower, candidates collectively performed at the acceptable level. The percentages of exceptional performance were higher in 2010-2011. The data reveal the need for unit faculty to provide immediate support of Domain A to improve evidence of content knowledge for student learning. Data show candidate understanding of how important climate and environment for student learning. Domain C, teaching for learning, is the focus of courses such as Methods and Materials for elementary and secondary teachers. Teacher professionalism assessments in Domain D reflect high percentages of exceptional performance in reflection, relationships with colleagues, and ability to communicate with parents about student learning. Candidates performed well in Domain D, professionalism, but low in Domain A, organizing content knowledge for student learning. Within Domain B and C the percentages are acceptable although continued attention to these areas of assessment is needed.
C.3. Candidate effects on P-12 student learning (from Section IV, Assessment 5 of Program Report)

Program candidates have 100 percent pass rate on the Praxis III providing evidence that program graduates are meeting the standards of Praxis III. The lowest scores are found in Domain B, Creating an Environment for Student Learning. Specialization courses indicated in the Degree Plan that contribute to our graduates understanding of Student learning must provide more instruction and attention to areas such as: creating climate that promotes fairness, positive rapport with students, challenging learning expectations, consistent standards of classroom behavior, and making the classroom a safe place conducive to learning.

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

Program candidates scored a 100 percent pass rate in the portfolio assessment, which contains samples of student work. Each portfolio is a telling, capturing and reflecting story of the process of learning and growth. Self-assessment and goal setting are critical to professional development and are evident in the portfolio assessment.

Over the past three years, graduate survey results indicate that 15 out of 22 surveyed agreed that the teacher prep program very much contributed to their development of professional attitudes and the remaining seven students responded with some contribution. In the category of application of skills, 17 of the 22 agreed that the program had very much contributed to these skills. The remaining responses were some contribution. Survey responses conclude that in the third area of content knowledge, 13 of the 22 indicated the PEP had very much contributed their content knowledge. Seven students responded with some contribution and one response was very little contribution.

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)

Data from program assessments are analyzed and used for improvement of candidates’ performance and strengthening of the program. Several examples are cited in the Program Report.

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:

F.2. Concerns for possible follow-up:

Are Standard 3 elements 3.4 and 4.5 actually addressed in the program’s assessments?

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 2013. If NCATE accreditation is continued, the approval extends through the semester and year of the next NCATE accreditation cycle. 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, through the date specified below.

The program is approved through:

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06 01 2020
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.

End of Report