

**Program Report for the
Initial Preparation of Physical Education Teachers
American Alliance for Health, Physical Education, Recreation, &
Dance/American Association for Health Education (AAHPERD/NASPE)**

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

Institution William Carey University State MS

Date submitted June 1, 2007

Name of Preparer Benjamin Waddle

Phone # 601-318-6186 email _____

Program documented in this report:

Name of institution's program(s) Bachelor of science in
Physical Education

Grade levels for which candidates are being prepared K-12

Degree or award level Bachelor of Science

Is this program offered at more than one site? Yes No
If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared
Type A Teaching Certificate

Program report status:

- Initial Review
 Response to a Not Recognized Decision
 Response to National Recognition with Conditions
 Response to a Deferred Decision

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes No

Section 1- Context

As a Southern Baptist University located in Hattiesburg, Mississippi, William Carey University serves as an educational center for South Mississippi, rendering service to the Pine belt counties. It has campuses in Hattiesburg and the Gulf Coast, Mississippi, and New Orleans, Louisiana. Founded in 1906 as South Mississippi College it became Mississippi's Woman's College in 1911 and in 1954 the Mississippi Baptist Convention admitted male students and changed the name to William Carey College. In 2006, it became William Carey University.

The Department of Health, Physical Education and Recreation operates as an agency of the School of Education. Its primary purpose is given to the academic and scholarly development of the students. The degree program trains professional educators to be successful employees of the school systems.

The Department of Health and Physical Education has a responsibility to help the students achieve and maintain a high level of mental, physical, social and spiritual competence. We also train teachers, coaches and administrators to be successful members of the educational profession.

- 1. Institutional policies that influence the application of AAHPERD/NASPE Standards.**

Teacher Education Programs are shaped by the Mississippi Department of Education (MDE), the state agency which establishes requirements for teacher preparation programs. The Interstate New Teacher Assessment and Support Consortium (INTASC) standards, as well as the standards of the National Association of Sport and Physical Education (NASPE), set the platform upon which teacher preparation programs should be built.

2. Description of the field and clinical experiences required as indicated for the program.

These experiences are required as indicated in the following courses:

**PED 231/History and Introduction to Physical Education
(NASPE #1, #2)**

- **Candidates are required to demonstrate knowledge of the history of physical education from colonial days to the present. They are required to participate in a writing across campus program.**

PED 324, Anatomy-Physiology (NASPE #1, #4, and #6)

- **Candidates are required to learn how the body reacts to activities of movement as it relates to the structure of the body. The student will demonstrate to peers how activities are to be performed.**

**PED 325, Motor Movement and Creative Rhythms for Elementary Schools
(NASPE #1, #2, #4, and #6)**

- **Candidates are required to demonstrate various movements used to teach students how to move rhythmically. The candidates assess the demonstrated skills of peers on selected activities.**

PED 331, The Theory and Practice of Coaching Basketball (NASPE #1, #2, #4, #5, #6, and #8)

- **Candidates are required to plan and demonstrate instructional strategies used to teach basketball skills. The activities are demonstrated to peers enrolled in the class as part of the peer teaching segments.**

PED 331, the Theory and Practice of Coaching Baseball (NASPE #1, #2, and #6)

- **Candidates are required to plan and demonstrate instructional strategies used to teach baseball skills. The activities are demonstrated to peers enrolled in the class as part of the peer teaching segments.**

PED 336, Kinesiology (NASPE #1, #2, and #6)

- **Candidates are required to demonstrate instructional strategies used during movement. A student in front of his /her peers demonstrates the movements of each part of the body.**

PED 337, Methods of Teaching Health and Physical Education in Elementary Schools (NASPE #1, #2, #4, #5, and #6)

- **Candidates are required to plan and demonstrate instructional strategies used to teach each activity. The activities are demonstrated to peers enrolled in the class.**

PED 339 Methods of Teaching Health and Physical Education in Secondary Schools (NASPE #1, #2, #4, #5, and #6)

- Candidates are required to plan and demonstrate instructional strategies used to teach each activity. The activities are demonstrated to peers enrolled in the class.

PED 432, the Care and Prevention of Sports Injuries (NASPE #1, #4, and #6)

- Candidates are required to plan and demonstrate instructional strategies used to prevent injuries. Each student must demonstrate ways to treat and care for injuries.

PED 433, Organization and Administration of Physical Education (NASPE #4, #6, #8, and #10)

- Candidates are required to plan a yearly program of activities for grades 7-12. The student must learn strategies and rationale for keeping inventory, storing equipment and following policies.

PED 436, Test and Measurements in Physical Education (NASPE #7)

- Candidates are required to design tests and assess data from the class. Assessments include fitness, knowledge and performance skills.

PED 437, Education for Exceptional Child (NASPE #1, #2, #3, #4, and #8)

- Candidates are required to plan a lesson in physical education designed for children with disabilities and implement it. Lessons are taught to peers enrolled in the class.

HEA 230, First Aid (NASPE #1, #5, and #7)

- Candidates are to meet certification requirements for CPR. Each student must have the knowledge to treat various injuries, along with knowledge on how to crises.

HEA 300, Health and Exercise for a New Lifestyle (NASPE #1, #4, #6, and #9)

- Candidates are required to participate in supervised exercise for an hour per week. Each student must demonstrate a high knowledge of the effects for alcohol and tobacco use on the body. Candidates must show knowledge of the effect foods and exercise has on longevity.

HEA 323, Consumer Health (NASPE #1, #6, and #8)

- Candidates demonstrate knowledge of how to evaluate materials related to health. Each student will develop methods and strategies in meeting specific health choices.

3. Description of the criteria for admission, retention, and exit from the program.

ADMISSION

Physical education candidates take EDU 300.1, Pre-teaching Field Experience as their first general education experience. Their next experience will come in PED 436, where they get 65 school days of experience with a supervising teacher.

All teacher education students in physical education are required to meet the following requirements to be admitted into the Teacher Education Program:

1. Passing scores on all examinations included in Praxis I.
2. GPA of at least 2.5 on the teacher education core curriculum.
3. Recommendation by Physical Education Faculty.

RETENTION

Physical education candidates take the required courses listed in the degree checklist: Certification Area-Physical Education. The Student Teacher Instrument, based on INTASC standards, is used consistently throughout the program.

Candidates must earn a grade point average of 2.5 or better in all courses required in Specialized Education for Physical Education program. The candidate must make application by September 15 for EDU 496 in the spring trimester. For fall trimester, they must apply by March 1.

The requirements for admission to Student Teaching are as follows:

1. Passing scores on the Praxis II exam
 - PLT and Physical Education Specialty Area Exam
2. GPA of at least 2.5 on Specialized Education courses
3. Cumulative GPA of at least 2.5
4. Recommendation by Physical Education faculty

EXIT

All teacher education candidates in Physical Education are required to meet the following requirements to complete the Teacher Education program:

1. GPA of at least 2.5 in Specialized Education courses
2. Grades of "C" or better, in all Specialized Education courses

4. Description of the relationship of the Program to the unit's conceptual framework

- All programs in Teacher Education, including the Bachelor of Science in Physical Education, adhere to this framework.

Vision: William Carey University of Physical Education Promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the k-12 school setting. The program is connected through preparation, performance and professionalism with Alumni, faculty and the educational community.

Guiding Principles:

1. Education is a lifelong endeavor, requiring an ever-expanding content knowledge base, a repertoire of skills and a broad experience base.
2. Education is dynamic, driven by assessments of data collected through experiences.
3. Education is interactive, a process that is accomplished through assessment and reflection by nature.
4. Education is enhanced by technology, infused throughout programs and service.
5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

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Introduction

The "introduction" of the Teacher Education program is presented in EDU 300, Introduction and Foundations of Education and EDU 300.1, Pre-teaching Field Experience. All secondary education majors in the Department of Physical Education are required to take the courses.

Requirements for EDU 300 and EDU 300.1 include assessments related to Philosophy, dispositions and beginning level field experiences. Prospective candidates are also advised to register for Praxis I exam during the courses. Students are also advised to apply for the Teacher Education Program at this time.

Assessments required for admission to the Teacher Education Program are listed in #3 of this context section.

Students completing the Teacher Education Program:

<u>Trimester</u>	<u># of Students</u>
Fall 2005	3
Fall 2006	0

Faculty Member	Degree/University	Faculty Rank	Experience
Benjamin Waddle	Ed. D./Florida State University	Professor	13 years, grades 7-12; 3 yrs., Principal for grades 1-8; 3 Summer sessions, junior college; 2 yrs., Assistant Internal Director, FSU; 40 yrs., Higher Education
Robert W. Halford	M. Ed./William Carey University	Assistant Professor	20 years, Higher Education
Charles Gregory Bullock	M. Ed./ University of Southern MS	Instructor	27 years; grades 7-12
Billy Slay	Ed.D./ Louisiana State University	Instructor	40 years, Higher Education

**WILLIAM CAREY UNIVERSITY DEPARTMENT OF EDUCATION
DEGREE CHECKLIST: CERTIFICATION AREA-----PHYSICAL EDUCATION**

Name _____ SSNumber _____

PRAXIS I: Reading (170) (CBT 316)____ Writing (172) (CBT 318)____ Mathematics (169)(CBT314)____

ACT (21):____ (English) (18)____ Mathematics (18)____ Reading (18)____ Science/Reasoning (18)____

BACHELOR OF SCIENCE TEACHER EDUCATION CORE (44 hours)

____ ENG 101 (3)	____	____	____ Soc. Sci (3)	____	____
____ ENG 102 (3)	____	____	(SOC 101, 111, PSC 201)		
____ ENG 211 (3)	____	____	____ Lab Sci (4)	____	____
____ ENG 212 (3)	____	____	____ Lab Sci (4)	____	____
____ Fine Arts (3)	____	____	____ PHY SCI (3)	____	____
(MUM 101, ART 200, THE 135)			____ MAT 131 (3)	____	____
____ HIS 101 or 201	____	____	____ PSY 201(3)	____	____
____ HIS 102 or 202	____	____	____ COM 101 (3)	____	____

Total Quality Points _____ divided by 44 = _____ GPA

ADDITIONAL CORE/TEACHER EDUCATION REQUIREMENTS (18 hours)

____ REL 101 (3)	____	____	____ BUS 102 (3)	____	____
____ REL 102 (3)	____	____	____ PSY 203 (3)	____	____
____ PSY 204 (3)	____	____	____ Eng Prof.	____	____
____ Elec ____ (3)	____	____			
(Math, Comp., Science)					

PHYSICAL EDUCATION SPECIALTY COURSES (41 hours)

____ HEA230 (3)	____	____	____ PED 333 (3)	____	____
____ HEA300 (3)	____	____	____ PED 336 (3)	____	____
____ HEA323 (3)	____	____	____ PED 432 (3)	____	____
____ PED231 (3)	____	____	____ PED 433 (3)	____	____
____ PED324 (3)	____	____	____ PED 436 (3)	____	____
____ PED331 (3)	____	____	____ PED 437 (3)	____	____

PROFESSIONAL EDUCATION (27 hours)

____ EDU 300 (3)	____	____	* ____ EDU 436 (3)	____	____
____ EDU 300.1 (0)	____	____	____ PED 337 (3)	____	____
____ EDU 372 (3)	____	____	____ PED 339 (3)	____	____
			* ____ EDU 496 (12)	____	____

(Must have passing scores of PRAXIS II prior to EDU 496)

*admission to Teacher Education required

William Carey University
Supervisor Teacher, Mid-Term Evaluation
Evaluation 1

Student Teacher _____

Supervising Teacher _____ School _____

Date _____

Rating Key: 4—Excellent; 3—Above Average; 2—Average; 1—Below Average;
 0—Unsatisfactory; NA—Does Not Apply

Factors for Rating	Rating	Comments
PREPARATION FOR CLASS (Lessons planned daily)		
DEPTH AND BREADTH OF KNOWLEDGE (possession of information and skills as needed to present lesson.)		
CLASS ACTIVITIES (Quality and distribution of questions, stress of important materials, suitability of review, supplementary materials, economy of time, time on task.)		
STIMULATING INTEREST (Motivation, resourcefulness, promotion of active learning, materials used.)		
DIRECTED STUDY (Degree of appropriateness, teacher assistance, pace of lesson.)		
MAKING ASSIGNMENTS (Appropriate, definite goals, consideration of varying abilities.)		
STUDENT RAPPORT (Interested in students, communicates with them.)		
EVALUATION (Suitability to classroom and lesson.)		
APPEARANCE (Grooming, dress, hair, posture.)		
VOICE (Suitability to classroom and lesson.)		
DISCIPLINE (Maintains control of class, attends to disruptions, etc.)		
CLASSROOM ROUTINE (Handling of supplies, handouts, equipment, etc.)		
PHYSICAL ENVIRONMENT (Heat, light, displays, neatness, orderliness.)		
GENERAL RATING OF STUDENT TEACHER		

**William Carey University
Supervising Teacher Evaluation II**

Supervising Teacher: _____ Date: _____

Student Teacher: _____

This evaluation assists the School of Education in ascertaining the overall performance of the teacher candidate.

INTASC Standards				
1. The student teacher exhibits understanding of the discipline(s) he or she teaches and can create meaningful learning experiences.				
2. The student teacher exhibits an understanding of how children learn and develop and supports their social, intellectual, and personal development.				
3. The student teacher creates learning opportunities that are adapted to diverse learners and recognizes how to build a positive learning environment for all children, especially the at-risk population.				
4. The student teacher employs a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills.				
5. The student teacher builds a positive social environment promoting a well-conceived classroom management plan. The student teacher is consistently fair and encouraging to each child.				
6. The student teacher effectively uses verbal and nonverbal communication techniques when presenting a lesson.				
7. The student teacher plans instruction based upon knowledge of the subject matter, the students, and the curriculum goals.				
8. The student teacher understands and uses formal and informal assessment strategies, and those assessments are reflected in the lesson plan development.				
9. The student teacher actively seeks out ways to collaborate with his/her supervisors. He/she positively accepts performance critiques and changes behaviors based on those evaluations.				

Scale:

- (1) Unacceptable Performance; does not meet standard.
- (2) Flawed performance; requires remediation to meet standard.
- (3) Adequate Performance; meets minimal standard requirements.
- (4) Exceptional Performance; meets all standard requirements consistently.

Total points _____

William Carey University
Student Teacher Assessment Instrument (STAI)

Student Teacher: _____ Date: _____

Supervising Teacher: _____ School: _____

Analysis Scale

1. Ineffective, Unacceptable Practice (D/F)
2. Marginally Acceptable (C)
3. Safe, Satisfactory Practice (Standard) (B)
4. Outstanding, Effective Practice (A)

**Please Use
Numerical Scores**

PLANNING AND PREPARATION

1. The teacher selects and uses appropriate student objectives for unit lessons. _____
Comment (optional)
2. The teacher selects and used appropriate teaching procedures for unit lessons. _____
Comment
3. The teacher selects and uses appropriate supplementary materials and technology for unit lessons. _____
Comment
4. The teacher uses information about students to provide learning experiences which accommodate difference in developmental and educational needs. _____
Comment
5. The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful. _____
Comment
6. The teacher integrates knowledge from several subject areas in unit lessons. _____
Comment
7. The teacher incorporates multicultural perspectives into teaching units. _____
Comment

COMMUNICATION AND INTERACTION

8. The teacher uses correct oral and written communication. _____
Comment
9. The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others. _____
Comment
10. The teacher provides clear, complete directions for carrying out instructional activities. _____
Comment
11. The teacher communicates high expectations for learning to all students. _____
Comment
12. The teacher projects enthusiasm for teaching and learning. _____
Comment
13. The teacher listens to students and demonstrates interest in what they are saying by responding appropriately. _____
Comment
14. The teacher provides opportunities for students to work cooperatively with others to enhance learning. _____
Comment
15. The teacher meets and responds appropriately to parents/guardians. _____
Comment

TEACHING FOR LEARNING

16. The teacher demonstrates knowledge of the subject(s) taught. _____
Comment
17. The teacher uses a variety of appropriate teaching strategies. _____
Comment
18. The teacher provides opportunities for students to apply concepts in problem solving and critical thinking. _____
Comment
19. The teacher elicits and responds to student input. _____
Comment
20. The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses. _____
Comment

21. The teacher uses questions to engage students in original, creative, and higher order thinking. _____
Comment

22. The teacher uses family and/or community resources in the student teaching experience to enhance student learning. _____
Comment

MANAGEMENT OF THE LEARNING ENVIRONMENT

23. The teacher monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. _____
Comment

24. The teacher adjusts unit lessons according to individual student and group responses. _____
Comment

25. The teacher attends to and delegates routine tasks of an effective classroom management plan. _____
Comment

26. The teacher uses a variety of discipline strategies effectively, according to individual and situational needs. _____
Comment

27. The teacher is fair and supportive of students, resulting in a positive, interactive learning environment. _____
Comment

28. The teacher uses instructional time effectively. _____
Comment

ASSESSMENT OF STUDENT LEARNING

29. The teacher informs students of performance standards and assessment criteria. _____
Comment

30. The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken. _____
Comment

31. The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation. _____

Comment

32. The teacher maintains records of student work/performance and communicates progress to appropriate individuals. _____

Comment

33. The teacher actively seeks opportunities to grow reflectively and professionally. _____

Comment

TOTAL _____

Number of times student teacher was absent: _____ full days _____ partial days
was tardy: _____ times

GRADING PLAN

SUPERVISING TEACHER

Evaluation I	52 points
Evaluation II	36 points
STAI	132 points
TOTAL	<hr/> 220 points

UNIVERSITY SUPERVISOR

STAI	188 points
Portfolio and video	26 points
Attendance (seminars and school)	30 points
Prompt with assignments and weekly e-mails	10 points
<i>The First Days of School</i>	26 points
TOTAL	<hr/> 280 points

500 points

A = 93%	500-465
B = 86%	430-464
C = 79%	395-429
D = 72%	360-394

Points will be deducted for any late assignment.

NOTE: If a student fails (F) or makes an incomplete (I) in student teaching, the university requirements for the removal of the grade will have to be met. Such decisions will be made after consultation with the student, the supervisor teacher, the university supervisor, the director of student teaching, and the chairman of the education department.

Faculty/Adjunct Course Certification
 Undergraduate Courses
 Department of Health, Physical Education,
 Recreation, and Coaching

Foundations	Assessment				Physical Education Science			Field Experience
PED 231	PED 432	PED 436	PED 433	HEA230	PED 324	PED 336	HEA330	EDU 496
Faculty								
Bullock Garvin Waddle	Halford Waddle	Bullock Garvin Slay Waddle	Bullock Garvin Waddle	Garvin Waddle	Bullock Garvin Slay Waddle	Bullock Slay Waddle	Waddle	Waddle

Pedagogy								
PED 337	PED 334	PED 325	PED 338	PED 339	PED 331	PED 333	HEA 323	HEA 300
Faculty								
Garvin Waddle	Owens	Bullock	Waddle	Bullock Slay Waddle	Knight Waddle	Halford Waddle	Bullock Slay Waddle	Bullock Waddle