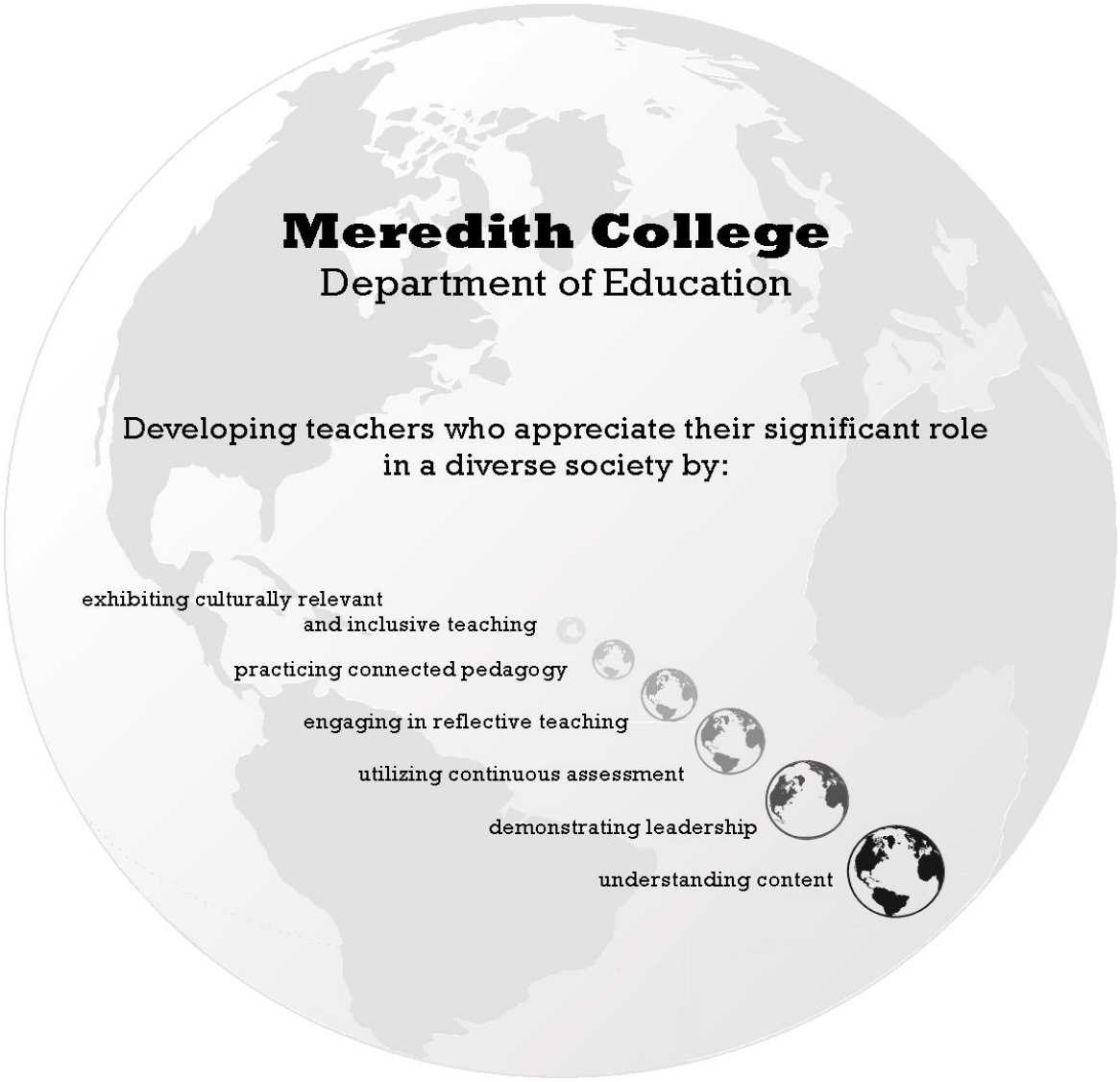
PHYSICAL EDUCATION (K-12)
SPECIALTY AREA REPORT



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PROGRAM OVERVIEW

The Exercise and Sports Science Department offers a concentration leading to licensure for teaching physical education K-12.

Levels offered

In conjunction with the K-12 Teacher Education Program, the Department of Health, Exercise, and Sports Science (HESS) offers initial licensure in K-12 Physical Education. The Education Program is housed in the Department of Education. The K-12 Physical Education Program is housed in the Department of Health, Exercise, and Sports Science. Both programs are housed in the School of Education, Health, and Human Sciences (EHHS).

Special Characteristics

The K-12 physical education concentration is one of two concentrations in the Exercise and Sports Science Major (ESS) leading to a Bachelor of Science (B.S.) degree. Health and Wellness is the other concentration in the ESS major. All physical education interns complete a program of study at Meredith College that includes an extensive general education program, an Exercise and Sports Science major, and a well-designed program consisting of professional studies and field experiences. During the student teaching semester, students take two courses in a 6-week block (EDU 440 Seminar in Education and EDU 450 Reading in the Content Area) and have a 10 1/2-week student teaching internship (EDU 490) in a diverse school setting in Wake County Public Schools.

The distinctiveness of the K-12 physical education concentration program at Meredith College lies in the integration of practical/clinical experiences with theory in many courses. Students are provided multiple opportunities to apply their knowledge and skills in field and laboratory settings. Coursework in Exercise Physiology, Motor Learning, and Assessment as well as the early methods course (ESS 744), elementary (ESS 743), middle school and high school (ESS 745) and special needs (ESS 746) methods courses require extensive laboratory sessions that support the theoretical foundations of core and professional preparation courses. Practical applications with K-12 students is a hallmark of the program as ESS 743, 745, and 746 methods courses meet regularly in public school settings providing student interns with lab-based field experience.

Another aspect of the K-12 physical education program that makes it distinctive is the opportunities our student interns have had since 2001 to work with a host of nationally board certified physical education teachers during their fieldwork in public schools. We have been very fortunate to be able to provide these opportunities for our students over the past years since national board certification has been available to teachers. There are a number of physical education cooperating teachers in Wake County with this earned distinction.

Additionally, students are exposed to a wide range of school settings/calendars in Wake County. Along with traditional school calendars, students are exposed to field experiences in year-round, magnet, and community school settings.

Of particular note, the Human Performance Laboratory (HPL) at Meredith College is dedicated to providing student interns with the opportunity to utilize the knowledge and skills obtained during selected Core coursework including Exercise Physiology, Motor Learning, and Assessment. This level of hands-on experience is unusual and unique for undergraduate students in physical education.

Changes since 2001

Effective Fall, 2002, the Exercise and Sports Science curriculum was modified to add a culminating course (ESS 460) Senior Seminar during the senior year for all Exercise and Sports Science students. During this course, students began completing requirements for an electronic portfolio that would showcase their work throughout the program. Additionally, the class was added to help students write resumes, discuss their internships, and set career goals.

Effective Fall, 2006, the Exercise and Sports Science curriculum was modified as a result of a scheduled institutional departmental peer program review. This was in response to the College's mandate for regular review for academic programs. Specifically, in the physical education concentration the following amendments/additions were made:

- ESS 745 Teaching Healthful Living in the Middle and Secondary Schools course was revised to focus on the teaching of both health and physical education as an additional hour credit was added making it a 4 hour course.
- ESS 744 Methods of Teaching Individual, Dual, and Recreational Sports (two credit hours) was added to the requirements to serve as an introduction to teaching.
- HED 200 First Aid was deleted as a requirement for the ESS major/PE concentration; however, proof of certification is still required.
- Skill acquisition courses were categorized to require students to take a physical activity course in each category (Aquatics, Fitness, Dance, Individual, Team, Leisure) in addition to the 4 hour general education physical learning credit. This brought the physical activity requirement to 10 hours for students in the K-12 curriculum.
- ESS 310 Exercise Leadership was added to the Exercise and Sports Science CORE curriculum requiring students in the K-12 physical education concentration to take the course in an effort to support the need for physical educators to be more fully prepared to be group exercise leaders in public schools.

Program of study

The curriculum for prospective teachers of physical education consists of general studies, an Exercise and Sports Science major with a concentration in physical education, and professional education studies. Because physical education is a multi- disciplinary program including course content in the sciences (both physical, natural and social), physical skill development, health and wellness, pedagogy and clinical teaching in teaching elementary, middle, high school, and special populations, prospective physical education teachers are provided a variety of opportunities across the curriculum to develop needed content knowledge and pedagogy for teaching physical education. ESS CORE courses provide a strong content foundation for all physical education teachers. Specific skills needed for teaching, including oral and written communication, technology integration, critical thinking, and reflection are embedded in course assignments throughout the curriculum.

The learning outcomes for the physical education concentration are explicitly stated in the college catalogue and are congruent with the larger goals of the Exercise and Sports Science major.

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A significant strength of the Exercise and Sports Science program is the integration of practical/clinical experiences with theory in the vast majority of our courses. Throughout the Exercise and Sports Science program, students are provided opportunities to apply their knowledge and skills in field and laboratory settings. Coursework in Exercise Physiology (ESS 485/487), Motor Learning (ESS 475) and Assessment of Physical Education, Fitness and Sport (ESS 320) offer required laboratory sessions that support the theoretical foundations of the course. Practical applications applying theory to work with clients/participants are significant parts of the coursework in Principles of Strength Training and Conditioning (ESS 220). Additionally, the faculty agreed to use American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA) guidelines as a base reference for fitness related theory courses. Volunteer experiences are embedded in the requirements for Foundations of Exercise and Sports Science (ESS 200), as well as Issues and Management (ESS 300). Additionally, all methods courses meet regularly (weekly) in the public schools providing opportunities for working with public school students in a physical education lab-based field experience.

Program requirements

General Education advising sheet (Graduation Checklist)

Table A: Within the General Education requirements of the College, the following are specific requirements for physical education concentration**:**

Course	Hours
PSY 210 or 310 Developmental Psychology/ Psychology of Adolescents	3
SOC 335, Race and Ethnic Relations	3
BIO 322/342 (Science and Society)	4
ESS 200 (Writing Intensive Thread; Information Literacy Thread)	3
ESS 300 (Ethics Thread)	3
ESS 320 (Quantitative Course)	3
ESS 460 (Oral Communication Thread)	3
EDU 490 (Experiential Thread)	6
Physical Education Electives (Physical Learning)	4
Total	**32**

Content CORE requirements
Bachelor of Science in Exercise and Sports Science with K-12 Licensure in Physical Education

CORE Courses	Hours
HED 100	2
BIO 322/342 Anatomy and Physiology/A&P Lab	1
ESS 200 Foundations of Physical Education, Sport, and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	3
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320 Assessment in Physical Education, Sports, and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	3
ESS 460 Senior Seminar	3
Total	**36**

Physical Education Activity Skill Acquisition Courses (beyond 4 hour general education requirement) Students must take one from each category.

Course	Hours
Aquatics	1
Fitness	1
Leisure and Recreation	1
Team Sports	1
Individual Dual	1
Dance	1
Total	**6**

Teaching physical education requirements

Course	Hours
ESS 743 Teaching Physical Education in the Elementary Schools	3
ESS 744 Teaching Team, Individual, and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary Schools	4
ESS 746 Teaching Physical Education for Individuals with Special Needs	3
Total	**12**

Required professional education courses

Course	Hours
EDU 232, Foundations of American Education	3
EDU 234, Educational Psychology	3
EDU 241, Introduction to Instructional Media	1
EDU 440, Seminar in Education	1
EDU 450, Reading in the Content Area	2
SOC 335 Ethnic and Race Relations	3
EDU 490 Observation and Directed Teaching	6
Total	**19**
GRAND TOTAL	**73 hours**

Program goals

The goals of physical education concentration are within a larger context of the goals of Exercise and Sports Science major. The K-12 concentration in physical education supports the Conceptual Framework which are the Department of Education program goals and prepare prospective K-12 physical education teachers who:

- Promote a learning environment which is concurrently supportive and challenging
- Promote opportunities for students to gain disciplinary/interdisciplinary knowledge
- Promote opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences.
- Provide opportunities for students to gain skills and knowledge in using technology as a tool for learning, working, and communicating.
- Provide experiences that prepare students to pursue professional careers.
- Promote lifelong learning.

Program Coordinator

Dr. Melinda Campbell, a full-time full professor of Exercise Science and Head of the Department of Exercise and Sports Science, is the program coordinator. Dr. Campbell is an active member of the physical education community at both the state and national levels. Dr. Campbell is in her 16th year at Meredith and has taught Teaching Healthful Living in the Elementary School (ESS 742), Methods of Teaching Individual, Team, and Recreational Sports (ESS 744), Teaching Healthful Living in the Middle and Secondary Schools (ESS 745), Foundations of Physical Education, Sport, and Fitness (ESS 200), Issues and Management of Sport, Physical Education and Fitness (ESS 300), Senior Seminar (ESS 460), Education Seminar (EDU 440) as well as a variety of physical activity courses. She also has served as the primary college physical education supervisor for student teacher interns. In collaboration with the School of Education, she oversees the program's operation. Dr. Campbell is certified to teach K-12 physical education and 9-12 English in North Carolina and also has public school teaching experience.

Other faculty who are licensed and may teach in the program

In addition to Dr. Campbell, *Dr. Kimberly Bush*, new to Meredith College in the Fall 2007, is an assistant professor of Exercise and Sports Science and is licensed to teach K-12 physical education. She also has K-12 teaching experience and is currently assigned to teach Elementary

Methods for physical educators (ESS 743), Teaching Healthful Living in the Elementary School (ESS 742), Motor Development (ESS 255) and Teaching Physical Education to Students with Special Needs (ESS 746) along with a variety of physical activity courses. She also is qualified and will supervise physical education student interns, beginning in Spring, 2007.

Dr. Marie Chamblee, Dean of Education, Health and Human Sciences, full professor of Exercise and Sports Science is licensed to teach health and physical education methods courses. She primarily taught K-6 classroom teachers in Health Methods courses prior to its integration with the K-6 physical education methods course and her promotion to a dean's position; She also teaches content courses in Motor Learning (ESS 475) and Assessment (ESS 320) and has taught in the physical education activity program. Dr. Chamblee is the former Department Head of Health, Exercise and Sports Science.

Mr. Rich Rairigh, who left the College in the summer, 2007, taught in the Exercise and Sports Science department and specifically in the physical education concentration from 2003-2007. Mr. Rairigh was licensed in North Carolina to teach K-12 physical education and also had public school teaching experience prior to coming to Meredith College.

Dr. Mary Clancy, who left the College in Spring, 2003, taught in the Exercise and Sports Science department and specifically in the physical education concentration from 2000-2003. Dr. Clancy was licensed in North Carolina to teach K-12 physical education.

Aggregated PRAXIS II pass rates for specialty area since last visit

Table B

Licensure Area	Year	Pass Rates	
Physical Education		**N**	**%Passing**
[redacted]	1999-00	1	100%
[redacted]	2000-01	1	100%
[redacted]	2001-02	2	100%
[redacted]	2002-03	3	100%
[redacted]	2003-04	3	100%
[redacted]	2004-05	1	100%
[redacted]	2005-06	1	100%
[redacted]	2006-07	3	100%

The aggregated PRAXIS II pass rate stands at 100%. Beginning in 2006, the PRAXIS II was no longer required for licensure, but 100% of the student interns in the K-12 physical education concentration have been strongly encouraged by the program coordinator to continue to take PRAXIS II during their spring student teacher semester.

Number of program completers since last visit

Table C

Academic Year	# Program Completers
2001-02	2
2002-03	3
2003-04	3
2004-05	1
2005-06	1
2006-07	3
TOTAL	**13**

Thirteen K-12 physical education interns have completed the program since 2001-02.

Number of candidates currently enrolled and admitted

As of Fall, 2007, five (6) students are admitted and five (4) students are enrolled in the program.

Enrollment trends

Yearly enrollment in the K-12 Physical Education program fluctuates from 2-4 students each year. Our content methods courses are currently offered in alternate odd/even fall semesters. On average, 2-4 students will do their teaching internship in the spring semesters each year. In spring, 2008, we are projecting our program will yield 4 student teachers, the most of any year since the program began.

Over the years, we have had a number of students come to Meredith to seek non-degree, licensure only credentials as well as a number of N.C. State University students interested in completing work in our licensure program while still attending N.C. State. We have also had some students complete their Exercise and Sports Science degree and seek lateral entry route in teaching.

An online interest form is part of a more concerted departmental marketing effort to identify potential students interested in the physical education concentration. We hope the addition of two new faculty members to our exercise and sports science majors program and the College's commitment to future new facilities will help attract students to the teaching field as well. Additionally, our college-wide general education advising process has been improved to help place likely undeclared interested students with faculty advisors in our field. We have also made a concerted effort to update our departmental website to assist in recruiting of students.

Program Overview Links	
Annual Reports	College Catalogues
Student Handbook	Curriculum Vitae
Program Review	

CONCEPTUAL FRAMEWORK

Our Conceptual Framework was developed by the professional community invested in teacher preparation at Meredith College including public school partners as well as Meredith faculty. The conceptual framework that guides the work of the Department of Education is research-based and is aligned with professional and state standards as illustrated by our initial licensure alignment chart, advanced licensure alignment chart, INTASC Standards, NBPTS Standards, North Carolina Core, Diversity, and Technology Standards, and North Carolina Masters Standards. It embraces the vision of globalization set forth by both the College under Vision 2010 and the State Board of Education and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

The Conceptual Framework is comprised of the following ideas, which guide course development and delivery and fieldwork experiences as well as teacher candidate and program assessment. The Department of Education prepares candidates to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a

relevant and rigorous education to all students (Delpit, 2006; Gibson, 2004; Jenlink & Jenlink, 2005; Ladson-Billings, 1995, 2001; Ryan, 2006).

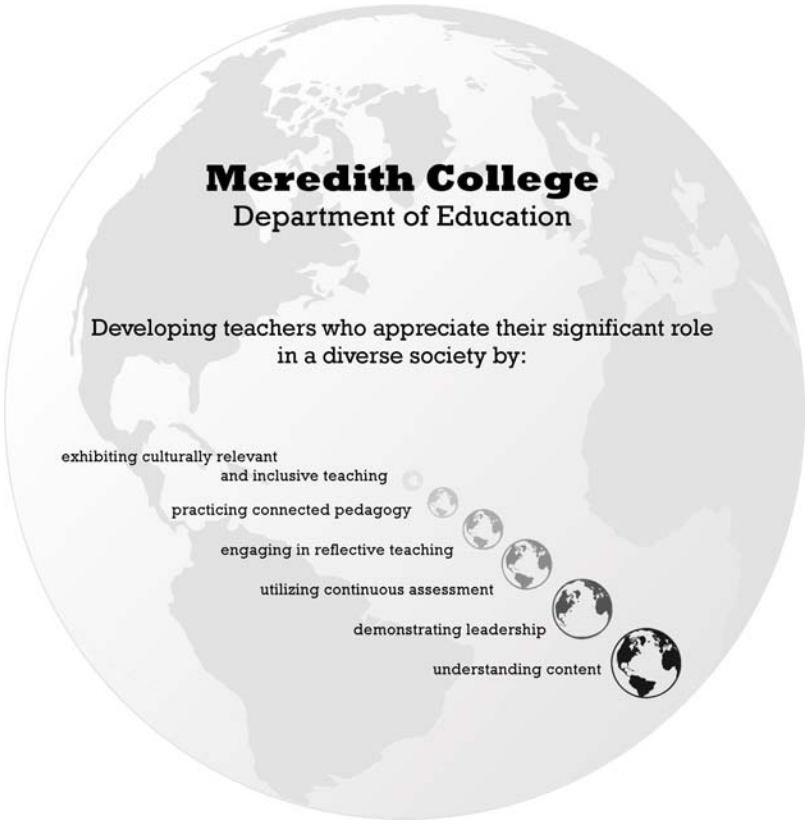
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities (Hamachek, 1987; Noddings, 2005; Rogers & Renard, 1999; Stears & Malcolm, 2005).

- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning (Dewey, 1933; Schon, 1987; Sneed, 2005; Valli, 1993, 1997; Zeichner, 1996).

- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis (Alexandrin, 2003; Guskey, 2001; Otero, 2006; Quintero & Cooks, 2002).

- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners (Lieberman & Miller, 2004; Middlebrooks, 2004; Patterson, 2001; Sherrill, 1999; Wynne, 2001).

- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts or professional majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings (Bain & Mirel, 2006; Gudmundsdottir, 1990; Osana, Lacroix, Tucker, & Desrosiers, 2006; Shulman, 1986).



Changes to Conceptual Framework

The basic components of the Conceptual Framework as last revised in 2000-2001 have not been changed. Our campus and public school communities continue to believe that the ideas represented in the Conceptual Framework are both relevant and desirable for both our initially licensed teacher candidates and the experienced teachers we serve in our masters programs. The Conceptual Framework paper has been updated to reflect current literature and to clarify our meaning in some areas. These revisions were reviewed by Department of Education faculty.

In the fall of 2004 and spring of 2005, we requested that cooperating teachers provide us with feedback on both the importance of each component of the Conceptual Framework and the extent to which they believed we were meeting each goal. These surveys confirmed for us that our public school partners share our beliefs regarding the continued appropriateness of our conceptual framework.

Based upon feedback from our faculty both within the department and across the College, however, we redesigned its visual representation. Working with a Meredith College graphic design student during the summer of 2006, we updated our graphic to one that reflects our department's revised mission statement as well as our college's and our state's global emphasis. The new visual was shared with education and campus faculty before its formal adoption.

Shared Vision & Coherence

The Conceptual Framework embodies a vision of quality in teacher education and education in general that is based on the values of the college. It embraces a vision of teaching and learning that is relational, personal, and responsive to particular individual students and groups of students. It encourages

innovative and rigorous practices that are responsive to the needs of students and the larger community. These are ideas that not only guide our work with teacher candidates, but form the basis for faculty student relationships and instruction across campus. It is shared with faculty, students, and school partners in a variety of ways including meetings, most course syllabi, our Teacher Education Handbook and our Internship Handbook for Teacher Candidates.

Our Conceptual Framework is firmly aligned with both our vision and mission statements, which were reviewed and revised during the spring and fall of 2006. This process ensured that our vision and mission statements are aligned with the College's Vision 2010 plan as well as with our Conceptual Framework. It also strengthened our common sense of purpose as the statements were vetted and discussed by fulltime and adjunct education faculty, program coordinators and methods faculty across campus, undergraduate and graduate students, and community partners on our Teacher Education Committee. Our work led to the following vision and mission statements:

> The Meredith College Department of Education seeks to become the premier teacher education program in the Southeast with a reputation that attracts intelligent, dedicated, and diverse students. To achieve this vision, the department will work collaboratively with a variety of professionals to develop and implement quality undergraduate and graduate programs that are innovative, responsive to the needs of public schools, and rigorous in both content and pedagogy. Our faculty will serve as leaders and role models and our graduates will be sought after nationwide as the best prepared in the field.
>
> The mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

Sharing common vision and mission statements as well as a common Conceptual Framework unites our undergraduate and graduate programs. It is appropriate given our small size and the fact that all of our programs lead to teaching licenses (either initial or advanced). While expectations regarding our candidates' facility with the components of the Conceptual Framework vary for the two levels of study, our students, both graduate and undergraduate, receive the same message from us about what is important.

Professional Commitments and Dispositions

The Department of Education has adopted the following statement which conveys our professional expectations to our students. This statement appears in all education and methods syllabi as well as in our Teacher Education Program Handbook and our Internship Handbook for Teacher Candidates.

> We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:
> ***A respect for the people with whom you are working:*** While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Candidate dispositions are evaluated at multiple points during their progression through initial licensure programs: at admission, before the internship and again at the end of the internship. Advanced licensure students are expected to have developed these dispositions already in their careers. Any shortcomings are handled on an individual basis.

Commitment to Diversity

Meredith College is committed to diversity as reflected in the Vision 2010 plan, in the curriculum, in college programs, and in its organizational structure. The CORE Curriculum of the new General Education program begins with a common freshman level class titled *"Context of Culture"* that examines cultural identity in the United States. The intermediate level course emphasizes cultural connections and cross-cultural perspectives. The senior level course explores global perspectives through inquiry into questions of global importance. One way in which students can fulfill the intermediate level CORE requirement is to study abroad. The number of students participating in the Study Abroad program has increased significantly (from 82 in 2000-01 to 137 in 2006-07) over the last six years and the college continues to look for ways to further increase these numbers. Our teacher candidates have been directly affected in that the college has begun to include a study abroad experience in the package of financial support it gives to all incoming Teaching Fellows. As of August, 2007, 59 Teaching Fellows have benefited from this experience, some of them more than once. The Diversity Council was formed in January 2004 as a result of a recommendation from the President's Diversity Task Force with the explicit charge of facilitating Meredith's diversity initiatives with a special emphasis on increasing the diversity of our students, faculty and staff; researching, identifying and implementing diversity training opportunities for the Meredith community; identifying programs, services and facilities that will make Meredith a more welcoming environment; identifying diversity resources, and evaluating Meredith's progress towards its diversity goals. The Student Government Association also maintains an active Unity Council which works to increase diversity education and awareness on campus through open forums and sponsored programs. These initiatives have helped to increase the College's enrollment of diverse students from 12 percent in the fall of 2001 to 23 percent in the fall of 2006.

The Department of Education further supports this commitment to diversity, which is both explicitly and implicitly evident throughout our conceptual framework. First, culturally relevant and inclusive teaching is one of the six dimensions of quality teaching articulated in the framework. Furthermore, each of the dimensions includes understandings, practices, and dispositions related to diversity. Additionally, one of our professional expectations is a "respect for the diversity represented by the people with whom you are working." As noted above, these dispositions are monitored throughout the candidate's program. Our partner schools have been selected to help ensure that our candidates have broadly defined diverse experiences. Our initial teacher candidates must either successfully complete the full CORE sequence or take SOC 335, *Race and Ethnic Relations*, as part of their required program of study. In addition to study abroad experiences, candidates can fulfill the intermediate CORE requirement by taking a section of EDU 232, *Foundations of American Education*, that is linked with SOC 273, *Education and Family in Mexico*. At the graduate level, both EDU 620, *Education and Society*, and EDU 625, *Inclusion in the General*

Classroom, have diversity as a primary focus. In addition, the entire ESL sequence addresses culturally and linguistically diverse students.

Commitment to Technology

Our commitment to technology is also evident across the college, within our Conceptual Framework, and throughout our programs. The Meredith College Technology Initiative began in 2001-02. This initiative provides laptops and technology training to all incoming first year students and a second laptop in their junior year that the students are then able to take with them when they graduate. Most of the campus is wireless. Technology continues to be a priority as evidenced in the college's Vision 2010 plan. Demonstration of basic computer competencies has been added to the General Education requirements of the college and each department on campus is in the process of developing appropriate advanced competency requirements.

All teacher candidates, both initial and advanced, complete numerous technology-enhanced presentations and projects in their Education classes and nearly all Education classes use Blackboard to support instruction. In response to concerns raised by students during our last accreditation visit, EDU 241, *Introduction to Instructional Media*, was redesigned around the North Carolina Technology Standards, which are based on the NETS-T technology standards. Additionally, teacher candidates are required to demonstrate technology use as well as complete an electronic portfolio during their internship. Most of our advanced licensure students take EDU 605, *Design and Evaluation of Instructional Materials*, and all use technology in a variety of course assignments.

K-12 Physical Education Program Commitments

The K-12 Physical Education Licensure Program is primarily guided by the Conceptual Framework of the Meredith College Education Department of the School of Education, Health, and Human Sciences and by the mission of Meredith College in "educating women to excel". Additionally the K-12 Physical Education Licensure Program is informed by the National Association for Sport and Physical Education (NASPE) Standards for Beginning Physical Education Teachers.

The intent of the K-12 physical education licensure program ensures that beginning physical education teachers are equipped with a multifaceted understanding that contributes to teaching, enabling them to know and organize their subject matter meaningfully, while learning forms of practice that can be employed by those who contribute and value the development of K-12 students. Specifically, the K-12 physical education concentration distinguishes Meredith as a leader among Women's Colleges by offering an extensive program that promotes Meredith as a college dedicated to providing leadership, research, community service, and technology literacy opportunities for women. The goals and objectives for the program are in support of the College and departmental philosophies of Education and Exercise Science, in keeping with the goals of the National Standards for Beginning Physical Education Teachers and aligned with Standards set forth by the North Carolina Department of Public Instruction for K-12 Healthful Living Teachers.

Each of the aforementioned resources stresses the importance of gaining a profound understanding of content knowledge in exercise and sports science and physical education, the application of such content knowledge in meaningful ways, and the ability to make connections between the content and the curriculum for all students regardless of ability or background. The physical education licensure program at Meredith College does emphasize a discipline specific core of courses designed to enhance student understanding of content knowledge. Additionally, the licensure program in physical education stresses reflective practice and technology proficiency. The ability to reflect on their experiences in field and

clinical settings is strongly emphasized and in every course throughout the curriculum, technology proficiency is expected.

Departmental faculty/staff model leadership by being active involved members in their professional organizations and by holding visible campus leadership positions as members of the Meredith College Community. Members of the Exercise and Sports Science faculty at Meredith expect students to model professional behavior and discuss strengths and weaknesses with students regarding their developing professional dispositions. Students are encouraged to become members of the state organization (NCAAHPERD) and seek membership in the state student majors association. Faculty members in the department regularly practice role modeling leadership in the profession. They are active in state, regional, and national professional associations and have held leadership positions. Each year, faculty members in the department take students to the annual professional state meeting and on several occasions have made conference presentations with students.

During the academic year 2007-08, the Exercise and Sports Science department will reorganize an ESS advisory board that will meet each semester to discuss aspects of the Exercise and Sports Science program that have changed since the last convened advisory board meeting. At that time, the changes in the entire Exercise and Sports Science program including recent updates in both the fitness and wellness concentration as well as the physical education concentration will be reported and discussed. Specific ways in which the conceptual framework of the Education program at Meredith is integrated in the physical education concentration as well as ways to improve integration will also be discussed. The ESS advisory board of twelve (12) members will consist of ESS departmental faculty (4), public school teachers (2), health/fitness professionals (2), current students from each concentration (2) and graduates from each concentration (2).

The following table (**Table D**) provide evidences from the K-12 physical education program that the conceptual framework is integrated into the specialty area curriculum:

Table D **Conceptual Framework Components**	**Specific Course evidences that promote conceptual framework**	**Courses in ESS curriculum**
Culturally reflective and inclusive teachers	-Community Study during student teaching -Engagement with diverse populations in lab and field placements (i.e. special needs programs in school and community settings, Senior Games, Infant/Toddler program)	EDU 440 ESS 200, ESS 255,ESS 743, ESS 745, ESS 746
Practice connected pedagogy	-Clinical experiences in field settings during methods courses	ESS 744, ESS 743, ESS 745, ESS 746
Reflective teaching	-Discussion boards and reflective paper assignments(i.e. developing professional teaching philosophy, reflective response to clinical teaching) -Pre/Post Student Teaching Preparation Reflection	ESS 744, ESS 743, ESS 745, ESS 746 ESS 200 EDU 440
Utilizing continuous assessment	-Course assignments targeted at developing assessments for a variety of populations -Student teaching expectation for developing and utilizing assessments	ESS 320, ESS 744, ESS 743, ESS 745, ESS 746

	relative to teaching lessons for K-12 students -Student teaching assessment project	EDU 490
Demonstrating leadership	-Volunteer work requirements -Opportunities for formal class presentations or leadership activities -Expectations for attending state and national professional association conferences	ESS 200, ESS 300 HED 100, ESS 200, ESS 255, ESS 300, ESS 310, ESS 320, ESS 485/487 ESS 743, ESS 745
Understanding Content	-Written Exams in all courses -Praxis I and II scores -Lesson and Unit plans	HED 100, BIO 322/322, ESS 200, ESS 255, ESS 300, ESS 310, ESS 320, ESS 475, ESS 482, ESS 485/487, ESS 743, ESS 744, ESS 745, ESS 746, Physical Education Activity Courses

Conceptual Framework Links-Xythos
Course Syllabi
Volunteer work examples
Reflections

Standard 1: CANDIDATE KNOWLEDGE, SKILLS, & DISPOSITIONS

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet the state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Initial Licensure Programs

Teacher preparation at Meredith College is embedded in a liberal arts context. Meredith College undergraduate teacher candidates in physical education develop content knowledge as they fulfill general education requirements; major requirements in their academic discipline of Exercise and Sports Science and, general professional education and methods courses. Licensure only applicants submit transcripts, which are reviewed before admission, to ensure that programs of study are designed to include all necessary courses. All courses for initial preparation are aligned with state licensure standards as required by the State Board of Education.

General Education. All undergraduate students at Meredith College are required to complete Meredith's general education curriculum, entitled *Making Connections – Making a Difference.* The General Education program encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Students combine Core Curriculum courses and Fields of Knowledge courses to meet most academic criteria.

- **The Core Curriculum** (18-24 hours) includes the three culture-focused CORE courses, English composition, English literature, History, and Religion.

- **Fields of Knowledge** (32-46 hours) are comprised of: (1) Data Analysis, Abstract Reasoning, and Problem Solving – a mathematics course and an approved Quantitative elective, (2) World Cultures and Languages – demonstrated competency or 12 hours in a foreign language, an approved Literature elective, and an approved Cultural Perspectives elective, (3) Scientific Literacy – a lab science course, an approved Science in Society course, and a Social/Behavioral Science course, (4) Aesthetics and the Arts – three credits in art, dance, music, or theater, and (5) Health and Physical Learning – four to six credits in physical education or dance activity courses and a Health Education course.

1. Provide evidence that the candidates meet the core standards.

The K-12 physical education program meets the Core Standards set for all teacher education programs in North Carolina. The program of study is designed to meet the current standards that have been specified by the national, state, and professional organizations that influence physical education teaching, and follows the guidelines outlined for licensure programs in North Carolina. Teacher candidates in physical education have a broad knowledge of content and its relevance.

Evidence shows that the Meredith College physical education teacher candidates know and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Course specific assessments are used to evaluate these areas of competence in teacher candidates. Then, program completers are asked to reflect on their knowledge, skills, and dispositions as they move into the workforce and after having teaching experience. All general professional education and methods courses are fully aligned with INTASC, as are our Professional Teaching Portfolio assessment and Teacher Candidate Evaluation Rubric (TCER), which is used to evaluate the student interns. Table 5 shows the alignment of the learning outcomes for all teacher candidates as assessed by the Teacher Candidate Evaluation Survey (TCER), the Conceptual Framework, the dispositions expected of all teacher education candidates, the Core, Diversity, and Technology Standards, and NCATE Standard 1.

Table 1.1: **Alignment of TCER/INTASC Standards, Conceptual Framework, Dispositions, NCATE Standard 1, and North Carolina Core, Diversity & Technology Standards for Initial Licensure Candidates**

Learning Outcomes: INTASC Standards (TCER) The teacher candidate…	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	Understand content Practice connected pedagogy		CK, PCK	1	1	1, 6
2. Understands how children learn and develop, and creates learning opportunities to support their intellectual, social, and personal development.	Exhibit culturally relevant and inclusive teaching	Respect for people	PPKS	2, 4, 6	2	2
3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Exhibit culturally relevant and inclusive teaching	Respect for diversity	PPKS, D	2, 3, 6	1, 2, 4	2, 3, 6
4. Understands and uses varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.	Practice connected pedagogy		PCK	2	1, 2	3
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	Practice connected pedagogy Exhibit culturally relevant and inclusive teaching	Respect for people Awareness in social interactions	PPKS, D	2,6	1	
6. Uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Exhibit culturally relevant and inclusive teaching	Awareness in social interactions	PPKS, D	2	1	1, 2, 3, 6

Learning Outcomes: INTASC Standards (TCER) The teacher candidate…	Conceptual Framework	Dispositions	NCATE Standard 1 *	NC Core Standards for all teachers **	NC Core Diversity Standards	NC Core Technology Standards
7. Understands the importance of instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Understand content Practice connected pedagogy		CK, PPKS	2, 3	2	2, 3
8. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Utilize continuous assessment		PPKS, SL	2	1,2	4
9. Is a reflective practitioner who continually evaluates the effects of her choices and actions on others and who demonstrates a professional commitment to teaching.	Engage in reflective teaching	Awareness in social interactions Professional and ethical behaviors	PPKS, D	5	6	5
10. Fosters relationships with parents, school colleagues and agencies in the larger community to support students' learning and well being.	Demonstrate leadership	Respect for people Respect for diversity Awareness in social interactions Professional and ethical behaviors	PPKS, D	3, 4, 6	3,4, 5	5

* CK = Content Knowledge; PCK = Pedagogical Content Knowledge; PPKS = Professional and Pedagogical Knowledge and Skills; D = Dispositions; SL = Student Learning

** Standards text available in supporting documents

CORE STANDARDS

Physical education teachers have a broad knowledge of content, its relevance, and how it relates to the overall educational experiences for K-12 physical education students. The combination of liberal arts study via our general education program, discipline specific preparation, multiple opportunities for reflective practice, and a focus on clinical experiences in diverse settings provide a strong foundation for teaching in public schools. Additionally, candidate dispositions are monitored by faculty and cooperating teachers.

All traditional undergraduate students at Meredith College are expected to show competence in foreign language, mathematics, English, the social and physical sciences, and the arts. In addition, students are expected to have experiences that permit them to demonstrate writing, technology, and understanding and demonstration of ethical behavior. The teacher education program at Meredith College embraces the General Education program, and uses the competencies from General Education to ensure a globally competent teacher for the 21st century classroom.]

Licensure only candidates in physical education must demonstrate knowledge, skills, and dispositions in the same manner as the traditional undergraduates. Though not required to take the General Education CORE, expectations for demonstrating competencies in technology and diversity are the same. Through the successful completion of the required major core courses, SOC 335, Race and ethnic Relations and EDU 241, Introduction to Instructional Media, plus EDU 232, Foundations of American Education and EDU 234, Educational Psychology, licensure only teacher candidates are held to the same standards as traditional undergraduates.

While we serve lateral entry teachers in the Triangle area, the majority of lateral entry candidates in physical education find it difficult to obtain time in their teaching schedule to devote to obtaining the competencies necessary for licensure. The time of day for most course offerings in the Exercise and Sports Science Major limit the lateral entry teacher candidates' options for taking courses at Meredith and in our program. Lateral entry teachers who request licensure through the teacher education program at Meredith College are advised initially by the Department of Education, then by the program coordinator in the specialty area with regard to expected requirements. Many lateral entry teachers seek competencies for licensure through Regional Alternative Licensure Centers. To date, we have not had any program completers in physical education that were classified as Lateral Entry, despite a lot of inquiries and advising.

Candidates in physical education are required to have the following to qualify for a North Carolina teaching license:

- A minimum of 2.5/4.0 grade point average in content (Exercise and Sports Science) and overall.
- Acceptable final evaluations in student teaching by their cooperating teacher, college supervisor/specialty area supervisor.
- Recommended passing scores on PRAXIS II. Since the fall of 2001, all candidates who took PRAXIS II in physical education received passing scores.

Table 1.1 below provides relevant information on K-12 physical education program completers performance in our content area with regard to Praxis II scores and an aggregate GPA per class.

(Table 1.2)

Number of students	Timeframe	PRAXIS II Scores Physical Education Candidates' Average	Average GPA
2	2001-2002	**163**	**3.27**
3	2002-2003	**161**	**3.05**
3	2003-2004	**182**	**3.67**
1	2004-2005	**173**	**3.55**
1	2005-2006	**175**	**3.58**
3	2006-2007	**169**	**3.50**

Core Standard 1

To ensure students acquire a sound knowledge base, all teacher candidates complete the extensive general education program. Physical education candidates complete 37 hours in the ESS CORE curriculum, 12 hours in physical education teaching methodology, 6 hours in physical skill acquisition beyond 4 hours required in general education (for a total of 10 skill acquisition hours), and 19 hours of professional education coursework including a 6 hour internship in student teaching. Academic content is applied as much as possible in content courses and candidates spend weekly time in the public school setting during each of their methodology courses.

Candidate knowledge and skills are assessed through course specific measures in the Exercise and Sports Science program and via admission to the teacher education program. Candidate professional dispositions are discussed with all Exercise and Sports Science majors in specific courses, during scheduled Exercise and Sport Science majors meetings and reinforced by academic advisors in the major during individual advising sessions.

(**Table 1.3)**

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Core Standard 1: Teachers know the content they teach.			
o Have a broad knowledge of content. o Know the content appropriate to their teaching specialty. o Understand the ways in which their teaching area connects to the broad curriculum. o Know relevant applications of the content they teach.	HED 100 (1, 6) BIO 322/342 (1,3) ESS 200 (1, 2, 7, 9, 11) ESS 220 (1, 8, 9) ESS 255 (1, 6, 7) ESS 300 (1, 7,) ESS 310 (1, 8) ESS 320 (1, 3, 6, 8, 11) ESS 475 (1, 3, 7, 11) ESS 482 (1, 6) ESS 485/487 (1, 3) ESS 744 (1, 2, 5, 6, 11) ESS 743 (1, 5, 6, 11) ESS 745 (1, 5, 6, 9, 11) ESS 746 (1, 5, 7, 11) EDU 490 (10) Skill Acquisition Courses (1, 4, 9)	1. Exams 2 Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Assignments	<u>GPA in content area</u> 2001-2002 = **3.27** 2002-2003 = **3.25** 2003-2004 = **3.67** 2004-2005 = **3.52** 2005-2006 = **3.61** 2006-2007 = **3.59** <u>Meredith GPA</u> 2001-2002 = **3.19** 2002-2003 = **3.05** 2003-2004 = **3.67** 2004-2005 = **3.55** 2005-2006 = **3.58** 2006-2007 = **3.50** <u>PRAXIS II Average</u> 2001-2006 = **168.08** 2006-2007 = **329(TWO STUDENTS TOOK BOTH TESTS)** <u>Student Teaching Evaluations</u>: (Standard 1) 2001-2002 =**4.5** 2002-2003 =**5** 2003-2004 =**3.67** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67**

Core Standard 2

Being able to successfully teach K-12 students is a major focus of the physical education program and evidence indicates that physical education teacher candidates have been successful in doing so. The ability to apply subject matter content to K-12 physical education students is a primary consideration in methods courses and student teaching**.** Emphasis is placed on physical education teacher education candidates acquiring skills to provide developmentally appropriate experiences for students that incorporate essential components of the discipline. Standards of adapting their teaching to fit the needs of diverse learners and provide forms of assessment are addressed within the methods and student teaching experience.

Table 1.4 Standards and Indicators	Course Alignments	Evidences	Assessment Tool/Results
Core Standard 2: Teachers know how to teach students			
o Know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of the students they teach. o Use a variety of methods to teach students. o Are expert communicators. o Are able to use communication skills to circumvent or manage conflict as it arises in the classroom. o Have strong and current technology skills. o Plan instruction that is appropriate for the students they teach. o Use a variety of methods to assess what students have learned. o Teach communication, thinking and problem solving skills. o Help students develop skills of teamwork, leadership and cooperation in their classrooms and schools. o Understand the importance of building a positive classroom climate through emphasizing constructive communication. o Instill a love of learning and self-confidence based on achievement. o Align their instruction with the required curriculum.	ESS 310 (1, 2) ESS 743 (1, 2, 3) ESS 744 (3) ESS 745 (1, 2, 3) ESS 746 (1, 3) EDU 490 (3, 4)	1. Peer Teaching 2. Clinical Teaching 3. Lessons and Unit Plans 4. Supervisor and cooperating teacher observations during student teaching	Grades in Methods ESS 743 2001-2007 = **A= 64%** **B= 36%** ESS 745 2001-2007 = **A = 31%** **B = 69%** ESS 746 2001-2007 = **A = 83%** **B = 17%** ESS 241 2001-2007 = **A= 75%** **P = 25%** Student Teacher Final Evaluation(Standard 2) 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **3.5** 2005-2006 = **4** 2006-2007 = **3.67** Student Teacher Final Evaluations (Standard 3) 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** Student Teacher Final Evaluations(Standard 4) 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67** Student Teacher Final Evaluations (Standard 5) 2001-2002 = **4.5** 2002-2003 = **4.83** 2003-2004 = **3.67**

			2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3** <u>Student Teacher Final Evaluations (Standard 6)</u> 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **4.33** 2004-2005 = **4** 2005-2006 = **5** 2006-2007 = **3.67** <u>Student Teacher Final Evaluations (Standard 7)</u> 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.33** <u>Student Teacher Evaluations (Standard 8)</u> 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **3.83** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** <u>Teaching Portfolio Evaluations</u> 2001-2002 = **100%pass** 2002-2003 = **100% pass** 2003-2004 = **100% pass** 2004-2005 = **100% pass** 2005-2006 = **100% pass** 2006-2007 = **100% pass**

Core Standard 3

Physical education teacher education candidates have multiple experiences with diversity prior to going into the field which they are expected to teach. Students are given opportunities for exposure to dissimilar populations through readings, discussion, assignments, volunteer and reflective work. These experiences begin in the general education CORE and extend through a variety of courses throughout the major and professional education coursework (see Specialty Standard 8).

(Table 1.5)

Standards and Indicators	Course Alignments	Evidences	Assessment Tools/Results
Core Standard 3: Teachers are successful in teaching a diverse population of students.			
o Demonstrate their belief that diversity in the classroom, in the school and in society is a strength. o Treat students as individuals. o Know and respect the influence of race, ethnicity, gender, religion, and other aspects of culture on a child's development and personality. o Understand how an individual's belief system affects behavior. o Adapt their teaching for the benefit of students with special needs. o Work collaboratively with the families and significant adults in the lives of their students.	EDU 232 Foundations of American Education (1) EDU 234 Educational Psychology (1) EDU 232+SOC 273 Link (1) SOC 335 Race and Ethnic Relations (1) EDU 345 Language Minorities in K-12 (1) Classrooms EDU 490 (2)	1. Grades 2. Student Teacher Final Evaluations (STE)	<u>EDU 232</u> 2001-2007 **A = 55%** **B = 36%** **C = 9%** <u>EDU 234</u> 2001-2007 **A = 73%** **B= 27%** <u>SOC 335</u> 2001-2007 **A = 67%** **B = 33%** <u>STE (Standard 2)</u> 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **3.5** 2005-2006 = **4** 2006-2007 = **3.67** <u>STE (Standard 3)</u> 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** <u>STE (Standard 7)</u> 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33**

			2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.33** <u>STE (Standard 10)</u> 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** <u>Portfolio at a Glance</u> 2005-2007 **(100% pass)**

Core Standard 4

Meredith College stresses the development of women leaders, and it is natural that the Conceptual Framework of the teacher education program emphasizes that its teacher candidates demonstrate those qualities necessary for them to be teacher leaders. The teacher education program at Meredith College expects its students to collaborate with colleagues, participate in and forge community school partnerships, and structure their classrooms as communities of learners. Physical education teacher candidates are encouraged to become leaders in their field through their exposure to professional development opportunities and faculty and teachers in the field who represent leaders in the profession. Physical education teacher candidates are encouraged to join their state professional organizations and become active in the Exercise and Sports Science Majors Organization at Meredith College. Additionally, opportunities to serve in leadership roles are provided during cooperative and collaborative assignments in both Education and Exercise and Sports Science coursework

(Table 1.6)

Standards and Indicators	Course Alignments	Evidences	Assessment Tools/Results
Core Standard 4: Teachers are leaders.			
o Lead in their classrooms. o Lead in their schools. o Lead in advocating for schools and children. o Function effectively in a complex, dynamic environment. o Meet high ethical standards of practice. o Support the teaching profession.	ESS 200 (1, 2, 3,4) ESS 300 (3) ESS 743 (1, 2, 3,5) ESS 745 (1, 2, 3,5) ESS 746 (1, 2, 3,5) ESS 460 (1, 2, 5) EDU 440 (1, 5) EDU 490 (6)	1. Professional philosophies 2. Professional dispositions 3. Assignments in courses 4. Volunteer work 5. Reflections 6. Observation Reports	Student Teaching Portfolios **(100 % pass rate)** Electronic Professional Portfolios **(100% pass rate)**

Core Standard 5

Physical Education teacher candidates gain the skills for reflective practice through CORE courses, methods courses, seminars, and related field experiences and internships. The culminating experiences for our candidates' reflective practice occur during the student teaching internship semester. EDU 440 Education in Seminar, EDU 460 Senior Seminar in Exercise and Sports Science, and EDU 490 Observation and Directed Teaching K-12 focus heavily on analysis of student learning and reflective practice.

(Table 1.7)

Standards and Indicators	Course Alignments	Evidences	Assessment Tools/Results
Core Standard 5: Teachers are reflective about their practice.			
o Analyze the results of teaching. o Collaborate with their colleagues. o Use research in their classrooms. o Continue to grow professionally.	ESS 743 (1, 2,3) ESS 744(1,2,3) ESS 745 (1, 2) ESS 746 (1, 2) ESS 460 (6,8)) EDU 440 (3) EDU 490 (5, 7)	1. Discussion Boards 2. Lesson Plans 3. Guided Observations 4. Student Teaching Evaluation (Standard 10) 5. TCER (Standard 9) 6. Electronic Portfolios 7. Student Teaching Portfolios 8. Senior Portfolio Presentations	Grades in Methods ESS 743 2001-2007 = **A= 64%** **B= 36%** ESS 745 2001-2007 = **A = 31%** **B = 69%** ESS 746 2001-2007 = **A = 83%** **B = 17%** ESS 241 2001-2007 = **A= 75%** **P = 25%** Grades in Seminars EDU 440 **(n=13) 100% pass rate** EDU 490 **(n=13) 100% pass rate** Grades in Senior Seminar **(n=10)** **A=90%** **B= 10%** STE Standard 10 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67**

Core Standard 6

In courses through the professional sequence, physical education teacher candidates learn strategies that enable them to design instruction and to create learning environments that support the dignity and academic growth of all students.

(Table 1.8)

Standards and Indicators	Course Alignments	Evidences	Assessment Tools/Results
Core Standard 6: Teachers respect and care about students.			
o Enjoy spending time in the company of young children and young adults. o Learn all they can about each of their students. o Maintain the dignity of each student. o Express pride in their students' accomplishments.	ESS 743 (1) ESS 744 (3) ESS 745 (1) ESS 746 (1) EDU 232 (3) EDU 234 (3) EDU 440 (3,4) EDU 490 (1, 2, 4,5) SOC 335 (3)	1. Lesson plans 2. STE 3. Assignments in courses 4. Reflections 5. Syllabi 6. Student Teaching Portfolio	Grades in all content area methods 2001-2007 A = **57%** B = **43%** Grades in EDU 232 2001-2007 A=**58%** B=**33%** C= **8%** Grades in EDU 234 2001-2007 A=**75%** B=**25%** Grades in SOC 335 A=**67%** B=**33%** STE Standard 2 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **3.5** 2005-2006 = **4** 2006-2007 = **3.67**

Core Standards Links - Xythos
Lesson Plans Intern Weekly Reflection Log Early field Observations Supervisor Observation Report E Portfolio Example of Activity Exam Example of Content Area Exam Syllabi Example of Professional Philosophy Program Completers Grades

DIVERSITY STANDARDS

Meredith College a community where people are encouraged to express their individuality. The community recognizes the benefit of providing an environment that affirms difference as we promote lives of thoughtful inquiry and service, and our commitment to "educate women to excel" impels us to create a diverse climate that assures equity, moves beyond tolerance, and fosters community. At Meredith College, we work to build inclusiveness by promoting a climate of understanding and trust for learning, living, and growing. To that end, the teacher education program has laid out the following dispositions for its candidates:

All teacher candidates at Meredith College are expected to evidence the following:

- A respect for the diversity represented by the people with whom you are working. This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to and openness to other cultures and ideas; and,
- An awareness of the significance of the individual's role in social interactions. This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

The same commitment is reflected in the Conceptual Framework -

Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

And, in its Mission –

The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.

Diversity Standard 1

(Table 1.9)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Diversity Standard 1: Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.			
o Select, evaluate and incorporate unbiased instructional materials. o Use multiple strategies to address the needs of individual learners. o Create a safe, inclusive and caring environment in which all students can learn. o Use a variety of assessment procedures/instruments.	EDU 490(1,4, 5) ESS 743 (6) ESS 745 (2,4) ESS 746 (3,4,6)	1. STE Final Evaluations 2. Discussion Boards 3. Presentations 4. Reflections 5. Student Teaching Portfolio 6. Clinical Field Experience	STE Standard 1 2001-2002 =**4.5** 2002-2003 =**5** 2003-2004 =**3.67** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67** STE Standard 3 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** STE Standard 4 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67** STE Standard 5 2001-2002 = **4.5** 2002-2003 = **4.83** 2003-2004 = **3.67** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3** STE Standard 6 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **4.33** 2004-2005 = **4** 2005-2006 = **5** 2006-2007 = **3.67**

			<u>STE Standard 8</u> 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **4.33** 2004-2005 = **4** 2005-2006 = **5** 2006-2007 = **3.67**

Diversity Standard 2

Physical education teacher candidates demonstrate an understanding of how students learn, construct knowledge, and develop, including students with special needs. They design and provide learning experiences that support the intellectual, social, and personal development of all students. Teacher candidates value students' existing background by linking new learning with prior experiences, and build new background knowledge when appropriate. Analysis of the data presented shows that all candidates are at or above average in this area.

(Table 1.10)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Diversity Standard 2: Teachers understand how students' cognitive, physical, sociocultural, linguistic, emotional and moral development influences learning and address these factors when making instructional decisions.			
o Seek and apply good matches among instructional goals, methods and materials, and students' skills and abilities. o Assist students in developing multiple learning strategies to address discipline specific content, communication, critical thinking, and problem solving skills. o Modify instruction and assessment to meet the needs of individual students.	SOC 335 (1) ESS 255 (1) ESS 746 (1) ESS 745 (1) ESS 743 (1) EDU 440 (3) EDU 490 (2)	1. Assignments in courses 2. STE Final Evaluations 3. Portfolio at a Glance	STE Standard 2 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **3.5** 2005-2006 = **4** 2006-2007 = **3.67** STE Standard 9 STE Standard 4 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67** STE Standard 7 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.33** STE Standard 8 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **3.83** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** Portfolio at a Glance (INTASC Standard 3) **100% pass**

Diversity Standard 3

Teacher candidates in the physical education program at Meredith College recognize how stereotypes and one's own personal biases limit effective teaching, and exhibit behaviors that are inclusive and equitable. They model consciously an appreciation of all students and expect their students to model the same behavior. Teacher candidates understand schools as organizations within a larger community context and that this context can affect students at school. They establish cooperative partnerships with parents/guardians, faculty and staff that support student learning. Analysis of the data presented shows that all candidates are at or above average in this area.

(Table 1.11)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Diversity Standard 3: Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.			
o Develop strategies to communicate with the families of their students, help them understand and value the educational process and encourage their participation in a variety of school activities. o Recognize and value the family's role in education and offer them suggestions on how to help their children complete school-related tasks. Make links with the learners' other environments on behalf of students, working with in-school personnel, and community professionals and agencies. o Talk with and listen to the student, are sensitive and responsive to clues of distress or conflict, investigate situations, and seek outside help as needed and appropriate to remedy problems.	ESS 743 (1) EDU 440 (3, 4) EDU 490 (2)	1. Parent Brochures 2. Student Teacher Final Evaluations* Standard 11(Collaborative Relationships) 3. E-portfolio at a glance 4. Community Study	STE Standard 11 2001-2002 = **5** TCER Standard 10 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67**

Diversity Standard 4

Traditional undergraduates in the teacher education program complete the CORE General Education program, and those in the K-12 physical education program have completed other courses focusing on diverse populations. The purpose of all the courses at Meredith College that address diversity and multiculturalism is to develop the knowledge, skills, and dispositions to work within the global community. The teacher education program supports the CORE General Education program and other courses on diverse populations by ensuring that teacher candidates are placed in diverse settings for field and clinical practice. Analysis of the data presented shows that all candidates are at or above average in this area.

(Table 1.12)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools Results
Diversity Standard 4: Teachers acknowledge and understand that diversity exists in society and utilize diversity to strengthen the classroom environment to meet the needs of individual learners.			
o Become knowledgeable of diverse cultures and encourage families to share the richness of their backgrounds. o Provide opportunities for students and their families to share their diversities. o Promote appreciation and respect for diversity by rejecting the use of stereotypes. o Provide P-12 students with the skills necessary for evaluating their beliefs, attitudes and behaviors to enable them to understand how their attitudes affect their behaviors.	CORE 100 (5) SOC 335 (5) ESS 743 (7) ESS 745 (5) ESS 746 (6) EDU 232 (2) EDU 490 (3)	1. Sample Admission Essay 2. Sample EPG Projects from EDU 232, Foundations of American Education 3. Student Teacher Final Evaluations* Standard 3 (Diverse Learners) 4. E-portfolio at a glance 5. Assignments in courses 6. Presentations 7. Lesson/Unit plans	Grades in SOC 335 Grades in CORE 100 Grades in content methods classes STE Standard 3 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** <u>STE Standard 11</u> 2001-2002 = **5** <u>TCER Standard 10</u> 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** E-portfolio at a glance **100% pass**

Diversity Standard 5

Teacher candidates in the K-12 physical education program at Meredith demonstrate leadership by contributions to the development of their peers, becoming involved in community partnerships in their schools, and promoting and fostering respect among all students. Analysis of the data presented shows that all candidates are at or above average in this area.

(Table 1.13)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Diversity Standard 5: Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their schools and the advancement of educational equity.			
o Become strong advocates for educational equity. o Continually refine practices that address individual needs of diverse learners. o Are proactive and deliberate in promoting and fostering respect among students.	EDU 490 (1, 2) ESS 743 (2, 3) ESS 745 (2, 3) ESS 746 (3) EDU 440 (4)	1. STE Final Evaluations 2. Lesson/unit plans 3. Peer evaluations 4. E-portfolio at a glance	STE Standard 11 2001-2002 = **5** TCER Standard 10 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** E-portfolio at a glance **100% pass**

Diversity Standard 6

Teacher candidates in K-12 physical education reflect on practice, and are committed to educational equity. As demonstrated by EPG Projects completed in EDU 232, Foundations in American Education, final evaluations, and professional portfolios, teacher candidates recognize the importance of providing equal access to all students in their classroom and school. Analysis of the data presented shows that all candidates are at or above average in this area.
(Table 1.14)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Diversity Standard 6: Teachers of diverse students are reflective practitioners who are committed to educational equity.			
o Identify own biases and reflect on them in terms of practice. o Provide equity and access to learning in classroom.	ESS 743 (1, 3) ESS 744 (4) ESS 745 (3) ESS 746 (5) EDU 490 (1, 3) EDU 232 (5)	1. STE Final Evaluations 2. Discussion boards 3. Teaching Reflections 4. Assignments/Discussion Questions 5. Projects 6. E-portfolio at a glance	Grades, EDU 232, Foundations from Amer. Edu. Student Teacher Evaluations* Standard 10 (Reflective Practice) 2001-2002 – **5.0** 2002-2003 – **4.83** 2003-2004 – **4.5** 2004-2005 – **4.0** 2005-2006 - **5.0** TCER Standard 9 (ReflectivePractice) 2006-2007 – **4.0** E-portfolio at a glance **100% pass**

Diversity Standards Links-Xythos		
E-portfolio at a glance Community Study	Course Syllabi	Clinical Field Experience Observation

TECHNOLOGY STANDARDS

Physical Education teacher candidates demonstrate a sound understanding of technology operations and concepts. Portfolios have been used by the Department of Education to assess student competence in technology since 1996. The original technology portfolios were paper copies. This seems ironic now in that programs were looking at and assessing technology competence by evaluating paper in notebooks.

However, since that time, Meredith College has moved into the 21st century with a laptop initiative, and the Department of Education moved into the direction of E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

Since 2003, all ESS majors and those in the K-12 physical education concentration enroll in the ESS majors electronic portfolio program during ESS 200 (Foundations of Physical Education, Sport, and Fitness). In this class, students are introduced to the ESS major electronic portfolio process, obtain the template for their electronic portfolio, and begin their collection of artifacts, starting with their Introductory portfolios. They continue to collect artifacts in all their ESS courses and then produce a final electronic professional portfolio during ESS 460 (Senior Seminar). During the spring semester 2007, the Department of Health, Exercise and Sports Science, piloted the use of TASKSTREAM as a means of building and housing electronic portfolios. Departmental standards were uploaded to the site so faculty could align their assignments to the standards. Select students in 4 pilot classes (ESS 200, ESS 255,and ESS 485/487, ESS 460) subscribed to TASKSTREAM and submitted designated assignments in ESS 200, ESS 255, and ESS 485/487. The faculty began to learn TASKSTREAM and its ability to support departmental goals and learning outcomes. The senior candidates finalized their electronic portfolios in ESS 460 and presented them during the annual Student Achievement Day and Evening Ceremonies of the ESS department in April 2007. During the fall 2007 semester, more extensive training will be provided for faculty and students in TASKSTREAM and all ESS courses will require at least one assignment from students be submitted via TASKSTREAM.

In response to our last accreditation visit in the fall 2001, a new course, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating webpages for use in a diverse classroom, and creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

The E Portfolios have been an option for student interns since fall 2004; however, the greatest number of E Portfolios was assessed in spring 2005. The students continued to have the option of

submitting paper; however, none have been completed since spring 2005. The following tables illustrate how candidate knowledge and dispositions in technology are measured.

Technology Standard 1

(Table 1.15)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 1: Teachers demonstrate a sound understanding of technology operations and concepts (same as specialty standard)			
o Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students). o Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	HED 100 (1, 5, 6, 7, 9, 12) BIO 322/342 (1, 2, 3) ESS 200 (1, 2, 6, 7, 11, 12, 13) ESS 220 (1, 2, 5, 9, 12) ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 300 (1, 2, 6, 7, 11, 12) ESS 320 (1, 3, 6, 8, 11, 12) ESS 475 (1, 3, 6, 7, 11, 12) ESS 482 (1, 2, 3, 6) ESS 485/487 (1, 2, 3, 6, 7) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) Fitness Courses (1, 12) EDU 440 (17) EDU 241 (6, 10, 12) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching 17. Portfolio at a Glance 18. STE Final Evaluations	Portfolio at a glance **100% pass rate (n=4)** <u>STE Standard 6</u> 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **3.83** 2004-2005 = **4.17** 2005-2006 = **5** 2006-2007 = **3.67** <u>Grades in 241</u> **100% pass**

Technology Standard 2

Lesson plans included in the Portfolio at a Glance and the student teacher final evaluations, standard 6, are used to show that K-12 physical education candidates plan and design effective learning environments and experiences supported by technology. For example, the artifacts that are evident in Technology Standard 2 and INTASC Standard Pedagogy show the candidate's ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Analyses of the portfolios show that all teacher candidates meet the competency.

(Table 1.16)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 2: Teachers plan and design effective learning environments and experiences supported by technology.			
o Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. o Apply current research on teaching and learning with technology when planning learning environments and experiences. o Identify and locate technology resources and evaluate them for accuracy and suitability. o Plan for the management of technology resources within the context of learning activities. o Plan strategies to manage student learning in a technology-enhanced environment.	EDU 241 (1) ESS 490 (2) Content methods classes (3)	1. Portfolio at a Glance 2. STE Final Evaluations 3. See specialty standards	<u>Portfolio at a Glance</u> 2004-2007 = **(n=8)** **100% pass** <u>STE Standard 2</u> 2003-2004 = **4.17** 2004-2005 = **3.5** 2005-2006 = **4** 2006-2007 = **3.67** <u>STE Standard 3</u> 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** <u>STE Standard 6</u> 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **3.83** 2004-2005 = **4.17** 2005-2006 = **5** 2006-2007 = **3.67** <u>STE Standard 7</u> 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.33** <u>Grades in EDU 241</u> **100% pass**

Technology Standard 3

K-12 physical education candidates implement curriculum that include methods and strategies for applying technology to maximize learning. Examples in the E-Portfolio show that they facilitate technology-enhanced experiences that address content standards and student technology standards. Webquests designed by teacher candidates show how students use technology in their content to develop higher order skills and creativity. Teacher candidates understand the importance of using technology in meaningful ways, as a vehicle to enhance and/or reinforce instruction. Data show that all candidates meet the standard.
(Table 1.17)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 3: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning			
o Facilitate technology-enhanced experiences that address content standards and student technology standards. o Use technology to support learner centered strategies that address the diverse needs of students. o Apply technology to develop students' higher order skills and creativity. o Manage student learning activities in a technology-enhanced environment.	EDU 241(1) EDU 490 (2) Content methods classes (3)	1. Portfolio at a glance 2. STE Final Evaluations *3. See specialty standards*	Portfolio at a glance **100% pass** STE Standard 3 2001-2002 = **4.75** 2002-2003 = **4.83** 2003-2004 = **4.17** 2004-2005 = **5** 2005-2006 = **4** 2006-2007 = **3.33** STE Standard 4 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.67** STE Standard 6 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **3.83** 2004-2005 = **4.17** 2005-2006 = **5** 2006-2007 = **3.67** STE Standard 7 2001-2002 = **4.5** 2002-2003 = **4.67** 2003-2004 = **4.33** 2004-2005 = **3** 2005-2006 = **4** 2006-2007 = **3.33** Grades in EDU 241 **100% pass**

Technology Standard 4

Teacher candidates demonstrate their ability to use technology to assess and evaluate in various ways. Whether it is using the schools' assessment system to report grades of students or designing rubrics to assess projects that their students complete, teacher candidates show that they use a variety of effective assessment and evaluation strategies to assess their students.
(Table 1.18)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 4: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.			
o Apply technology in assessing student learning of subject matter using a variety of assessment techniques. o Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. o Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity.	EDU 241 (1) EDU 440 (1) EDU 490 (2) ESS courses (3)	1. Portfolio at a Glance 2. STE Final Evaluations *3. See Specialty standards*	<u>Grades in EDU 241</u> **100% pass** <u>STE Standard 10</u> 2001-2002 = **5** 2002-2003 = **4.83** 2003-2004 = **4.5** 2004-2005 = **3** 2005-2006 = **5** 2006-2007 = **3.67** <u>Portfolio at a Glance</u> 2005-2007 **(100% pass)**

Technology Standard 5

Teacher candidates are adept at using technology to communicate with peers, parents, and the larger community. Several artifacts are evident in the Portfolio-at-a Glance portion of their E-portfolios that show that this competency is met.

(Table 1.19)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.			
o Use technology resources to engage in ongoing professional development and lifelong learning. o Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. o Use technology to increase productivity. o Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	EDU 241 (1) EDU 440 (1) EDU 490 (2) ESS courses (3)	1. Portfolio at a Glance 2. STE Final Evaluations 3. See specialty standards	Grades in EDU 241 **100% pass** Grades in EDU 440 **100% pass** Grades in EDU 490 **100% pass**

Technology Standard 6

The ethical and legal use of technology is critical to the teacher education program at Meredith College. Teacher candidates design a scavenger hunt not only for their students, but also for their students' parents that stresses the ethical use of technology. In addition, teacher candidates research good websites that they can use in planning lessons for their diverse students. Artifacts are evident that show that teacher candidates meet this standard.

(Table 1.20)

Standards and Indicators	Course Alignments	Alignment and Evidences	Assessment Tools/Results
Technology Standard 6: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply that understanding to practice.			
o Model and teach legal and ethical practice related to technology. o Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. o Identify and use technology resources that affirm diversity. o Promote safe and healthy use of technology resources. o Facilitate equitable access to technology resources for all students.	EDU 241	1. Scavenger Hunt	Grades in EDU 241 2005-2007 **100% pass** STE Standard 3 2005-2006 = **4** 2006-2007 = STE Standard 6 2001-2002 = **4.5** 2002-2003 = **4.33** 2003-2004 = **3.83** 2004-2005 = **4.17** 2005-2006 = **5** 2006-2007 = **3.67**

Technology Standards Links - Xythos	
E portfolio Candidate Technology Exit Data	Portfolio at a glance Webquest Communication with Parents

PHYSICAL EDUCATION SPECIALITY AREA STANDARDS

Specialty Area Standard 1: Content Knowledge

Goals of the Exercise and Sports Science Program of Study with a concentration in Physical Education include promoting opportunities for students to gain disciplinary and interdisciplinary knowledge and providing opportunities for students to gain experiential knowledge and make connections with what they have learned through field experiences.

Additionally, learning outcomes for program completers state that they will:

- demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and physical education and how this knowledge relates to diverse individuals and other disciplines; and
- demonstrate proficiency in varied exercise, motor, and sports skills.

As such, the program of study ensures that students will acquire a strong knowledge base including 37 hours in the Exercise and Sports Science core curriculum with a strong emphasis in the natural, applied and social sciences. Physical education candidates gain a robust understanding of both the theoretical and applied concepts of the discipline. Additionally, physical education teacher candidates complete 12 hours in physical education teaching methodology. These methodology courses have significant components within the area public schools. Physical education methods courses are structured to provide students with weekly involvement in the public school physical education programs_ including work with master teachers, observations of K-12 students in physical education classes, as well as one-on-one, small group and class teaching opportunities. Physical education teacher candidates also participate in 6 hours of physical activity skill acquisition courses as part of their required program of study.

Candidate knowledge and skills are assessed through course specific measures in the Exercise and Sports Science program as identified under course alignments and evidences in the following table. Additionally, students must successfully complete various tests and assessments through admission to the teacher education program.

(Table 1.21)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 1: Content Knowledge A physical education teacher understands physical education content, sub-disciplinary concepts, and tools of inquiry related to the development of a physically educated person. This standard represents the discipline specific content and skill knowledge.			
Indicator 1: Identify critical elements of motor skill performance, and combine motor skills into developmentally appropriate sequences. **Indicator 2:** Demonstrate competent motor skill performance in a variety of physical activity categories consistent with the North Carolina Standard Course of Study, *Healthful Living, K-12* (Physical Education component). **Indicator 3:** Describe performance concepts and strategies related to skillful movement and physical activity. **Indicator 4:** Describe and apply bioscience and psycho-social concepts to skillful movement, physical activity, and fitness. **Indicator 5:** Understand and debate current physical education / activity issues and laws based on historical, philosophical, sociological, psychological, and economical perspectives. **Indicator 6:** Demonstrate knowledge of approved local, state, and national content standards (e.g. Physical Education, K-12). **Indicator 7:** Demonstrate knowledge of principles related to organization and administration of physical education programs.	HED 100 (1, 5, 6, 7, 9, 12) BIO 322/342 (1, 2, 3) ESS 200 (1, 2, 6, 7, 11, 12, 13) ESS 220 (1, 2, 5, 9, 12) ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 300 (1, 2, 6, 7, 11, 12) ESS 320 (1, 3, 6, 8, 11, 12) ESS 475 (1, 3, 6, 7, 11, 12) ESS 482 (1, 2, 3, 6) ESS 485/487 (1, 2, 3, 6, 7) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) Skill Acquisition Courses (1, 4) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate) Skill acquisition courses-skills tests (100% passing rate) Skill acquisition courses-knowledge tests (100% passing rate)

Sample Links-Xythos
Exam Example Motor Learning
Presentation Example Methods of Teaching PE for Special Needs
Project Example Exercise Physiology
Assignment Example in Teaching PE for Special Needs

Specialty Area Standard 2: Growth and Development

The course, ESS 255 Motor Development, is part of the core curriculum for all ESS majors. In this course students gain a thorough understanding of the theoretical and applied content knowledge of developmental stages of learning motor skills. Most physical education teacher candidates take this course early in their program of study and come into their methods courses with this background. Our physical education methods courses and student teaching internship provide physical education teacher candidates with regular opportunities to apply their understanding of growth and development concepts to specific teaching experiences. In the methodology courses, teacher candidates ensure that instruction meets the developmental needs of students. Teacher candidates have the opportunity to observe master teachers and Meredith faculty meet the developmental needs of learners. Additionally, they are provided case studies and observation guidelines to assist their understanding of individualized instruction. Physical education teacher candidates have multiple opportunities throughout their physical education methods courses to apply their understanding of the developmental needs of students during their field experiences in the public schools. Additionally, students gain further understanding of the stages of motor learning during their participation in ESS 475 Motor Learning and Skill Performance prior to their student teaching experiences and concurrently with a methodology course.

(Table 1.22)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 2: Growth and Development A physical education teacher understands how individuals learn and develop in order to provide opportunities that support physical, cognitive, social, and emotional development. The focus of this standard is application of growth and development concepts to specific teaching experiences.			
Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains. **Indicator 2:** Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills. **Indicator 3:** Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.	ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) Skill Acquisition Courses: Aquatics (1, 4) Psy 210/310 (1, 6, 11, 12) EDU 490 (5, 10 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate) Skill acquisition courses-skills tests (100% passing rate) Skill acquisition courses-knowledge tests (100% passing rate)

Sample Links - Xythos

Unit Plan example
Project example Motor Development
Reflection during student teaching example

Specialty Area Standard 3: Management and Motivation

Two core courses, ESS 300 Issues and Management of Physical Education, Sport, and Fitness and ESS 475 Motor Learning and Skill Performance, required of all Exercise and Sports Science majors address this standard. ESS 300 incorporates management of resources including facilities, budget, and personnel. Additionally, ESS 300 focuses on relevant issues within the discipline and ethical considerations. The nature of class learning activities promotes mutual respect and self-responsibility. Students are actively engaged in discussions and decisions related to significant issues in the profession. In ESS 475 Motor Learning and Skill Performance students learn and apply strategies to address motivation, as well as other factors that impact the learning of motor skills. Case studies are used in both courses to assist students with gaining insight into appropriate decision-making processes. The four physical education methods courses provide significant opportunities for teacher candidates to learn and apply a variety of age and developmentally appropriate learning strategies during their weekly field experiences in the public schools. The student teaching internship provides students with regular opportunities for making decisions related to individual and group instructional strategies, motivational techniques, and learning activities.

(Table 1.23)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 3: Management and Motivation A physical education teacher uses an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students.			
Indicator 1: Monitor individual and group performance in order to ensure safe instruction that meets learner developmental needs in the physical, cognitive, and social/emotional domains. **Indicator 2:** Understand the biological, psychological, sociological, experiential, and environmental factors that impact the ability to learn and refine movement skills. **Indicator 3:** Identify, select, and implement developmentally appropriate learning/practice opportunities based on understanding the interaction of the learner, the learning environment, and the activity/task to promote learning.	ESS 300 (1, 2, 6, 7, 11, 12) ESS 475 (1, 3, 6, 7, 11, 12) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Reflection during student teaching example one
Reflection during student teaching example two
Observation Assignment example
Discussion Board Reflection example

Specialty Area Standard 4: Communication

During physical education methods courses, students gain significant managerial and instructional communication knowledge and skills. All physical education methods classes prepare students with how to communicate appropriately in a physical education setting, with individuals, small groups and entire classes. During the elementary and secondary methods courses, students gain experience with communicating appropriate management and instructional principles while working with students on a weekly basis in the public schools. Additionally, students are provided a multitude of learning experiences in methods as well as other ESS courses that encourage them to facilitate small group interactions. In physical education methods courses they are exposed to a variety of instructional strategies and models that enhance interpersonal communication among learners and engage them in the learning process. During field experiences and the student teaching internship, physical education candidates implement a variety of communication strategies to manage and teach their students. ESS 310 Exercise Leadership (an ESS core requirement) focuses on the teacher candidates ability to lead group exercise. During this course, they develop knowledge and skills to cue group exercise classes and to communicate and implement safe and healthy exercise practices.

(Table 1.24)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 4: Communication A physical education teacher uses knowledge of effective verbal, nonverbal, and multi-media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.			
Indicator 1: Communicate in ways that demonstrate sensitivity to all learners. **Indicator 2:** Communicate managerial and instructional information in a variety of ways. **Indicator 3:** Describe and demonstrate effective communication skills. **Indicator 4:** Describe and implement strategies for enhancing interpersonal communication among learners in physical activity settings.	ESS 310 (1, 6, 12, 16) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Make a Movie Assignment Lesson Plan Delivery example during student teaching Discussion Board Assignment example

Specialty Area Standard 5: Pedagogy

Physical Education teacher candidates complete 12 hours of methods courses during their program of study. The physical education teacher education program aligns their goals and objectives with the Conceptual Framework of the Meredith Teacher Education Program, NASPE standards for beginning teachers, NC SDPI standards for K-12 Healthful Living Teachers.

The K-12 physical education program of study at Meredith College integrates practical/clinical experiences. Throughout their program of study, physical education candidates are provided opportunities to apply their knowledge and skills in field and laboratory settings. Teacher candidates are exposed to a connected pedagogy through their regular field experiences in public school settings. Connecting theory and practice is a hallmark of the physical education teacher education program as ESS 743, 745, and 746 methods courses provide candidates with regular interaction with K-12 students.

The K-12 physical education concentration embraces the entire conceptual framework set forth by the Department of Education. The practical emphasis in the K-12 physical education curriculum especially supports the *practice connected pedagogy* theme of the framework. Directed field observations and extended time spent in school settings is a deliberate focus of physical education methods courses, allowing student interns to focus on K-12 students and how they respond to their clinical teachings. Their exposure to a variety of school settings in Wake County at all levels provides ample opportunity for students to *culturally engage* with groups of *diverse learners*. The 36 hour ESS CORE curriculum is steeped in *learning and understanding the content* of the discipline. The *reflection* theme of the conceptual framework is heavily promoted component of the K-12 physical education curriculum and promotes opportunities for student interns to examine a range of reflective thinking, including insights on initial interests in teaching, previous experiences as students, self-ratings of their lesson plans, and ways to improve instructional delivery.

The ability to apply subject matter content to K-12 physical education students is a primary consideration in methods courses and student teaching. Emphasis is placed on physical education teacher education candidates acquiring skills to provide developmentally appropriate experiences for students that incorporate essential components of the discipline. Standards of adapting their teaching to fit the needs of diverse learners and provide forms of assessment are addressed within the methods and student teaching experience.

(Table 1.25)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 5: Pedagogy A physical education teacher plans and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals based on local, state, and national content standards (e.g., Physical Education, K-12). This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.			
Indicator 1: Identify, develop, and implement developmentally appropriate program and instructional goals. **Indicator 2:** Create developmentally appropriate short and long-term plans that are linked to program goals, learner needs, and performance levels. **Indicator 3:** Select and implement instructional strategies, based on content, learner needs, facilities and equipment, context, and safety issues, to enhance learning in the physical activity setting. **Indicator 4:** Design and implement learning experiences that are safe, developmentally appropriate, relevant, and based on principles of effective instruction. **Indicator 5:** Apply pedagogical and sub-disciplinary knowledge in developing and implementing effective learning environments and experiences. **Indicator 6:** Provide learning experiences that allow learners to integrate knowledge and skills from multiple content areas. **Indicator 7:** Select and utilize teaching resources and curriculum materials. **Indicator 8:** Select developmentally appropriate instructional cues and prompts to link physical education/activity concepts to appropriate learning experiences. **Indicator 9:** Develop a repertoire of direct and indirect instructional strategies to accommodate student learning in movement settings.	ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Lesson Plan Example One Lesson Plan Example Two Make a Movie Example Video of Teaching Example

Specialty Area Standard 6: Learner Assessment

Teacher candidates gain knowledge and skills related to traditional and authentic assessments appropriate to physical activity settings during ESS 320 Assessment and Evaluation in Physical Education, Sport and Fitness, a core requirement for all ESS majors. Teacher candidates also apply assessment concepts during ESS 482 Kinesiology and ESS 485/487 Exercise Physiology and Ex Phys Lab. The experiences in these courses enable students to gain knowledge of assessment concepts, terminology and applications during traditional assessment. During ESS 255 Motor Development, and ESS 743,744,745 and 746 teacher candidates gain knowledge and skills to assess learner performance and provide appropriate feedback. During methods courses, students are provided with case studies, as well as field experiences in the schools to apply assessment data to the development of lesson plans and IEP's. During the student teaching internship, teacher candidates have in depth opportunities to apply assessment data to curricular and instructional decisions.

(Table 1.26)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 6: Learner Assessment A physical education teacher understands and uses assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.			
Indicator 1: Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias. **Indicator 2:** Use a variety of appropriate authentic and traditional assessment techniques to assess learner performance, provide feedback, and communicate learner progress. **Indicator 3:** Involve learners in self and peer assessment. **Indicator 4:** Interpret and use performance data to make informed curricular and instructional decisions.	ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 320 (1, 3, 6, 8, 11, 12) ESS 482 (1, 2, 3, 6) ESS 485/487 (1, 2, 3, 6, 7) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Skinfold Assessment Assignment in ESS 320
Clinical Assessments Examples in ESS 320
GPAI Assignment Example in ESS 320
Lesson Plan example using peer assessment
Creating assessments assignment example in ESS 745

Specialty Area Standard 7: Technology

Physical Education teacher candidates demonstrate a proficiency in the application of technology to enhance learning and to promote their own productivity in both personal and professional development.

With the introduction of the laptop initiative in 2002, both HESS and Education Departments provide teacher candidates with extensive opportunities to gain knowledge and skills in the use of varied technologies to promote learning and productivity. The Department of Education require teacher candidates to create E Portfolios on cds, and during the fall 2006, offered students the option of uploading their portfolio online, into Xythos.

Additionally, EDU 241, Introduction to Instructional Media, was designed and offered to teacher candidates beginning in the summer 2004. The course is designed for students to apply their knowledge of technology, designing scavenger hunts on ethics, evaluating software for their area of licensure, using different assessment tools offered, evaluating web pages for use in a diverse classroom, and creating lessons to encourage higher order thinking in students. Some of the products designed in EDU 241 are used in their methods classes and during their internship, and the skills are definitely used throughout the program.

The E Portfolio with the Portfolio-at-a-Glance is used to assess candidate performance in the areas delineated in the core technology standards and the technology standards throughout the individual specialty area standards. The Portfolio-at-a-Glance grid of the portfolio is assessed for completion at the midterm, during the internship. This gives student interns an opportunity to use some of their projects in their classrooms, and assess their effectiveness. The final completion of the E Portfolio is assessed at the conclusion of the internship. Any deficiencies found at midterm are to be corrected by the final completion of the portfolio.

Since 2003, all ESS majors and those in the K-12 physical education concentration enroll in the ESS majors' electronic portfolio program during ESS 200 (Foundations of Physical Education, Sport, and Fitness). During this course, students are introduced to the ESS major electronic portfolio process, obtain the template for their electronic portfolio, and begin their collection of artifacts, starting with their Introductory portfolios. They continue to collect artifacts in all their ESS courses and then produce a final electronic professional portfolio during ESS 460 (Senior Seminar). These electronic portfolios have evolved from Portfolios developed with PowerPoint, to the use of web based "business card" CD's, to the use of TASKSTREAM.

During the spring semester 2007, the Department of Health, Exercise and Sports Science, piloted the use of TASKSTREAM as a means of building and housing electronic portfolios. Departmental standards were uploaded to the site so faculty could align their assignments to the standards. Select students in 4 pilot classes (ESS 200, ESS 255,and ESS 485/487, ESS 460) subscribed to TASKSTREAM and submitted designated assignments in ESS 200, ESS 255, and ESS 485/487. The faculty began to learn TASKSTREAM and its ability to support departmental goals and learning outcomes. The senior candidates finalized their electronic portfolios in ESS 460 and presented them during the annual Student Achievement Day and Evening Ceremonies of the ESS department in April 2007. During the fall 2007 semester, more extensive training will be provided for faculty and students in TASKSTREAM and all ESS courses will require at least one assignment from students be submitted via TASKSTREAM.

Teacher candidates are required to use technology to enhance productivity in almost all of their ESS courses. They regularly use Microsoft Office, including Word, Excel, and PowerPoint. Video production, analysis and editing are required for completion of projects in ESS 255 Motor Development, ESS 482 Kinesiology, and ESS 460 Senior Seminar. Teacher candidates are skilled in the use of many field specific technologies: they use MicroFit to analyze exercise and nutrition practices in various classes, use of heart rate monitors and downloading of data are practiced regularly in some of the fitness activity classes, as well as ESS 220 Principles of Strength Training and Conditioning. Heart rate monitors are also used in ESS 485/487 Exercise Physiology and ESS 320 Assessment and Evaluation of Physical Education, Sports and Fitness. Teacher candidates become competent in the use of SPSS for data

description and statistical data analysis. Over the years, various ESS faculty have been awarded grants by the Academic Computing and Technology Committee for the use of varied technologies with their students. During ESS 475 Motor Learning and Skill Performance, students use movement and anticipation timers, as well as simple and choice reaction timers during laboratory sessions. Students also use computerized programs to assess VO2 max capacity during Exercise Physiology Lab.

Teacher candidates in our methods classes have opportunities to view the use of technology in physical education classes from K through high school. During their field experiences, they apply the use of technology when teaching in the schools and also use productivity tools during their observations and reflections. Teacher candidates are expected to engage in web based research for numerous assignments and papers; during ESS 200 Foundation of Physical Education, Sports and Fitness students visit discipline related professional websites and learn the value of professional organizations and gain an understanding of resources available online.

(Table 1.27)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 7: Technology A physical education teacher uses a variety of technologies to enhance learning, as well as personal and professional productivity.			
Indicator 1: Demonstrate knowledge of current technologies and their application in physical education. **Indicator 2:** Design, develop, and implement learning activities that integrate information technology **Indicator 3:** Use technologies to communicate, network, locate resources, and enhance continuing professional development.	HED 100 (1, 5, 6, 7, 9, 12) BIO 322/342 (1, 2, 3) ESS 200 (1, 2, 6, 7, 11, 12, 13) ESS 220 (1, 2, 5, 9, 12) ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 300 (1, 2, 6, 7, 11, 12) ESS 310 (1, 7, 12) ESS 320 (1, 3, 6, 8, 11, 12) ESS 475 (1, 3, 6, 7, 11, 12) ESS 482 (1, 2, 3, 6) ESS 485/487 (1, 2, 3, 6, 7) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) Fitness Courses (1, 12) EDU 241 (6, 10, 12) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate) Skill acquisition courses-skills tests (100% passing rate) Skill acquisition courses-knowledge tests (100% passing rate)

Sample Links - Xythos
E-portfolio examples
Lab example of using field specific technology
Labs in Motor Learning examples
Make a Movie assignment

Specialty Area Standard 8: Diverse Learners

Physical education teacher education candidates have multiple experiences with diversity prior to going into the field. Students are given opportunities for exposure to dissimilar populations through readings, discussion, assignments, volunteer and reflective work. These experiences begin in the general education CORE and extend through courses within the ESS major program of study and professional education courses. ESS 300 Management and Issues of Physical Education, Sport and Fitness focuses on ethical considerations and relevant issues within the discipline. The nature of class learning activities promotes mutual respect and self-responsibility. Students are actively engaged in discussions and decisions related to significant issues in the profession. During learning activities throughout the course, students are asked to express their values, beliefs and opinions on a variety of relevant issues; the learning environment created is highly supportive of respect for differences.

During ESS 475 Motor Learning and Skill Performance and ESS 255 Motor Development teacher candidates gain knowledge and skills to apply instructional strategies for learners based on their stage of learning, individual differences, stage of development and learning goals. Case studies are used in both courses to assist students with gaining insight into appropriate decision-making processes. All methods courses provide opportunities for students to develop instruction strategies and provide feedback based on learners' individual differences. Students are provided regular opportunities to work with diverse learners in the public schools. Two courses in the program of study that focus on diverse learners are ESS 746 Teaching Physical Education to Individuals with Special Needs and SOC 335 Race and Ethnic Relations.

(Table 1.28)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 8: Diverse Learners A physical education teacher understands how individuals differ in their approaches to learning, and therefore creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners.			
Indicator 1: Identify, select, and implement appropriate instruction that is sensitive to strengths/ weaknesses, multiple needs, learning styles, and/or experiences of learners. **Indicator 2:** Identify and/or use appropriate strategies, services, and resources to meet diverse needs of all learners. **Indicator 3:** Create a learning environment that respects and incorporates learners' cultural experiences.	ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 300 (1, 2, 6, 7, 11, 12) ESS 475 (1, 3, 6, 7, 11, 12) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) SOC 335 (1, 6, 11, 12) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Community Study Assignment Shadow a student Assignment example Observation assignment example Website evaluation project

Specialty Area Standard 9: Reflection and Professional Growth

Physical Education teacher candidates gain the skills for reflective practice through CORE courses, methods courses, seminars, and related field experiences and internships. Students are asked to begin reflection early in their program of study, with significant emphasis on reflective practice in the ESS 200 Foundation of Physical Education, Exercise and Sports Science. During this course they are asked to write their philosophy in the discipline, they spend much of the course reflecting on their statements of philosophy. During their final semester, they revisit their philosophy statement during ESS 460 Senior Seminar. Additionally, during both of these courses prospective teachers investigate, participate in, and discuss growth in the profession. Physical Education teacher candidates are asked to reflect on decisions about curriculum, teaching and learning throughout their physical education methods courses. The culminating experiences for our candidates' reflective practice occur during the student teaching internship semester. EDU 440 Seminar in Education, EDU 460 Senior Seminar in Exercise and Sports Science, and EDU 490 Observation and Directed Teaching K-12 focus heavily on analysis of student learning and reflective practice.

(Table 1.29)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 9: Reflection & Professional Growth A physical education teacher is a reflective practitioner who evaluates the effects of his/her actions on others (e.g., learners, parents / guardians, and fellow professionals) and seeks opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.			
Indicator 1: Apply the five-step NC Performance-Based Licensure Product reflection cycle to reflect on teacher candidates' actions and learner responses in order to improve instruction and enhance learning. **Indicator 2:** Use available resources to develop as a physical education professional. **Indicator 3:** Construct a plan for continued professional growth.	ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 300 (1, 2, 6, 7, 11, 12) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 440 (10, 12, 13) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Reflections from student teaching
Discussion Boards examples
Self-Assessment Reflection prior to student teaching
In their shoes shadow reflection prior to student teaching
Support staff reflection prior to student teaching
Reading in the Content Area reflection
5step reflection cycle reflection example

Specialty Area Standard 10: Collaboration

Physical Education teacher candidates gain knowledge and skills to foster positive relationships with professionals, parents and community agencies during Motor Development, Physical Education methods courses, Seminar in Education and their student teaching internship. During EDU 232 Foundations of Education, students gain knowledge concerning the need for collaboration with parents, school personnel and professional organizations to provide the best learning environment possible for learners in their classes. Prospective physical educators see first hand the value of collaboration during their field experiences in the public schools. During the field experiences physical education methods courses, students are provided opportunities to work with professionals in community organizations and public schools, gaining an understanding of the interconnectedness of the learning network.

During these courses students also are provided with varied experiences to promote quality physical education. They gain in depth understanding of collaborative practices during their student teaching internship.

(Table 1.30)

Standards and Indicators	Course Alignments	Evidences	Assessment tool/results
Standard 10: Collaboration A physical education teacher fosters relationships with colleagues, parents/guardians, and community agencies to support learners' growth and well-being. This standard also encourages teacher candidates to seek opportunities to promote and advocate for quality physical education.			
Indicator 1: Pursue productive relationships with parents / guardians and school colleagues, to support learner growth and well-being. **Indicator 2:** Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities. **Indicator 3:** Actively participate in physical education/activity professional organizations. **Indicator 4:** Identify and seek community resources to enhance physical education opportunities.	ESS 255 (1, 6, 7, 11, 13, 14, 15) ESS 744 (1, 5, 9, 12, 13) ESS 743 (1, 5, 6, 9, 11, 12, 13, 16) ESS 745 (1, 5, 6, 11, 12, 13, 16) ESS 746 (1, 2, 5, 7, 11,12, 13, 16) EDU 232 (1, 5, 6, 7, 9) EDU 440 (10, 12, 13) EDU 490 (5, 10, 13)	1. Exams 2. Quizzes 3. Labs 4. Skills tests 5. Lesson and unit plans 6. Projects 7. Presentations 8. Clinical Assessments 9. Peer Evaluations 10. Teaching Portfolios 11. Case Studies 12. Assignments 13. Reflections 14. Video Analysis 15. Debates 16. Clinical Teaching	Praxis II (100% pass rate) Student Teaching Portfolio (100 % passing rate) Student Teaching Evaluations (100% passing rate) Lesson Plans (100 % passing rate) Senior Electronic Portfolio (100% passing rate)

Sample Links - Xythos
Parent Brochure example
Community Study
Reflections on professional development opportunities
Presentation Example on Secondary School Reform Issue

Physical Education Specialty Standard by Course (Table 1.31)

COURSE	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
ESS Major w/ concentration in Physical Education - CORE										
HED 100; Contemporary Health Issues	√						√			
BIO 322; Human Anatomy and Physiology	√									
BIO 342; Human Anatomy and Physiology Lab	√						√			
ESS 200; Foundations of Physical Education, Sport and Fitness	√						√		√	
ESS 220; Principles of Strength Training and Conditioning	√						√			
ESS 255; Lifespan Motor Development	√	√				√	√	√		√
ESS 300; Issues and Management of Sport and Physical Education	√		√				√	√	√	
ESS 310; Exercise Leadership	√			√			√			
ESS 320; Assessment in Physical Education, Sport and Fitness	√					√	√			
ESS 475; Motor Learning and Skill Performance	√	√	√				√	√		
ESS 482; Kinesiology	√					√	√			
ESS 485; Exercise Physiology	√					√	√			
ESS 487; Exercise Physiology Lab	√					√	√			
ESS 460; Senior Seminar							√			
ESS 742; Methods of Healthful Living K-6 classroom teachers)	√	√	√	√	√	√	√	√	√	√
ESS 743; Teaching Physical Education in the Elem. School for the Physical	√	√	√	√	√	√	√	√	√	√
ESS 744; Method of Teaching Team, Individual and Recreational Sports	√	√	√	√	√	√	√	√	√	√
ESS 745; Teaching Healthful Living in the Middle and Secondary School	√	√	√	√	√	√	√	√	√	√
ESS 746; Teaching Physical Education for Individuals with Special Needs	√	√	√	√	√	√	√	√	√	√
Courses in Physical Education Concentration										
Aquatics	√	√								
Fitness	√						√			
Leisure and Recreation	√	√								
Team Sports	√									
Individual/Dual Sports	√									
Dance	√									

Physical Education Specialty Standard by Course (continued)

COURSE	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
ESS Major w/ concentration in Physical Education - CORE										
Professional Studies										
PSY 210 or PSY 310: Developmental / Psych of Children and Adolescents		√								
SOC 335; Race and Ethnic Relations								√		
EDU 232; Foundations of Education	√									√
EDU 234; Educational Psychology	√	√				√		√		
EDU 440; Seminar in Education									√	√
EDU 241; Introduction to Instructional Media							√			
EDU 450; Reading in the Content Area	√									
EDU 490; Observation and Directed Teaching	√	√	√	√	√	√	√	√	√	√

Specialty Area Standards Links-Xythos		
Faculty loads Full-time Adjunct	Course Syllabi	Senior E portfolios

Candidate Work with Families

Core, diversity, technology, and specialty standard address the work that the teacher candidates at Meredith College work with families and the community. Various artifacts are used to show that the teacher candidates understand the importance of communicating with families.

During ESS 460 Senior Seminar and EDU 440 Education Seminar, candidates are expected to discuss various topics as they relate to the internship experience, including topics related to collaboration with families of their K-12 students. During EDU 440 Education Seminar, interns complete a community study. In this study, they are to determine all factors exterior to the school setting that may impact the experiences students have at school. During the internship, candidates are expected to attend and gain experience in parent-teacher conferences, phone and written correspondence with parents or guardians, and participate in school-wide sponsored faculty and community programs and initiatives during the student teaching experience. During these experiences it is hopeful that candidates gain an understanding of the importance of connecting on a personal level to members of the community and families of their students.

TCER STANDARD 10 SCHOOL AND COMMUNITY INVOLVEMENT

(Table 1.32)

Learner Outcomes	Evidence
The teacher candidate fosters relationships with parents, school colleagues, and agencies in the larger community to support students' learning and well-being	CORE Standard 2,4, 6 STE Standard 11 TCER Standard 10
	Diversity Standard 3,4,5 STE Standard 11 TCER Standard 10
	Student Flyers to Parents
	Portfolio at a Glance

Standard IA - Undergraduate Candidate Qualifications

Students in the teacher education program at Meredith College have at least a minimum 2.5 cumulative grade point average at the time of admission to the program, to student teaching, and at the completion of the licensure program. Students in K-12, 6-9, and 9-12 licensure programs have at least a minimum 2.5 grade point average in their content major. Undergraduate degree-seeking students attain passing scores on the PPST (PRAXIS I) tests or have acceptable scores on the SAT/ACT for admission to the program. Progression in the program is limited until formal admission to the program has been granted. Admission to the program occurs at least one semester prior to student teaching.

1. Identify program admission criteria.

All traditional undergraduate students and licensure only students in the middle/secondary/K-12 programs at Meredith College are advised in their content area. Undergraduate students begin the formal application process for admission to the teacher education program by discussing the intent with their faculty advisor, completing a *Declaration of Major* form, and indicating the content major and area of licensure. Entrance to the teacher education program includes the following steps:

- Complete a *Declaration of Major* form, indicating major and licensure area intent. The Registrar furnishes the Department of Education a copy of the form, and in response, the department sends the intended candidate an *Application for Admission*. Licensure-only candidates complete the application process for licensure in the office of the Department of Education. All candidates are required to have a minimum 2.5 g.p.a. out of a possible 4.0 to be considered for admission to the teacher education program. The 2.5 g.p.a. must be maintained overall and in the content area during the entire duration of the teacher education program. Failure to do so results in the student being counseled out of the program until the g.p.a. has been raised. This is checked by the Director of Teacher Education.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Complete a student essay on experiences with diverse populations that will guide advising and field placements.
- Submit a planned program signed by the faculty advisor.

All requirements for admission must be completed before a letter of admission is sent to the student and her advisor. Therefore, timely reminders are sent to the student each semester, explaining requirements missing in the application process. If concerns are noted with any part of the application, the advisor is notified and a meeting is scheduled with the candidate.

2. Describe how progress is limited until formal admission has been granted.

Progression in the teacher education program is limited to those candidates who have officially been admitted to the program. Teacher candidates in the physical education program cannot enroll in more than 50% of their teaching methods classes without meeting all requirements for admission to teacher education. The Office of the Registrar, through Webadvisor, prevents any student from registering for methods class without admission. Also, the methods professor alerts the Director of Teacher Education of students enrolled in the class. All students, other than lateral entry, who are not admitted, are dropped from the class.

3. Describe how progress is monitored to ensure that formal admission occurs no later than one semester prior to student teaching.

Students must be admitted into the program before they are admitted into their third methods class which may either be their elementary methods or their secondary methods depending on the fall rotation of methods courses. Placements are made for student teaching prior to the beginning of the spring semester of their student teaching or at least one semester prior to student teaching. They begin working with their cooperating teacher as soon as placement is made. Students discuss their interest in teaching elementary, middle, or high school with the K-12 coordinator and the coordinator in consultation with the Department of Education Teacher Education coordinator determine placement for the student intern. Students cannot apply for student teaching until they are enrolled in and admitted to the program.

Standard IB - Licensure Only Candidates

1. Describe program policies and procedures for licensure-only candidates.

Licensure-only candidates must –

- Submit a copy of their undergraduate transcript(s) to the Department of Education for evaluation.
- Have a 2.5/4.0 grade point average to be admitted. Foreign students must have a transcript that has been translated by the World Education Services, Inc.
- Have a letter requesting evaluation of credits for K-12 physical education licensure.
- Meet with the DOE advisor who will work with them to plan their program and refer them to the program coordinator in science.
- PRAXIS I or have acceptable SAT/ACT scores.
- Request letters of recommendation from faculty in the Department of Education and from collegiate non-education courses. These recommendations are submitted directly to the office of the Department of Education.
- Attend an *Orientation to Education* seminar. At orientation, teacher candidates are given a copy of the *Teacher Education Handbook*, and the process for admission is discussed.
- Write an essay addressing experiences with diverse populations that guides advising and field placements.
- Have an overall 2.5 or better grade point average the semester prior to the student internship and in content area, exercise and sports science

2. Other than traditional coursework, describe means through which licensure-only candidates can demonstrate they meet state standards.

The North Carolina State Board does not require licensure-only students to complete PRAXIS I; however, the teacher education program at Meredith College requires a passing score on PRAXIS I or acceptable SAT/ACT scores. The Teacher Education Committee considers those licensure-only candidates who have difficulty passing PRAXIS I, and upon recommendation of the DOE advisor of the candidate, can recommend a contract that outlines how the student can show competency in the areas that are deficient.

Holders of current class A North Carolina licenses who wish to add an area of licensure may do so through the teacher education program at Meredith. PRAXIS I scores are not required, but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific satisfactory experience is submitted to the Dean of the Department of Education for evaluation. Decisions are made on an individual basis.

The Department of Education works with the Regional Alternative Licensure Center (RALC)to offer courses for lateral entry teachers.

Program Standard 1 Links
Senior E portfolios
Parent Brochure example
Community Study

.STANDARD 2: CANDIDATE ASSESSMENT AND EVALUATION

The teacher education program at Meredith College has an assessment system that collects and analyzes data on candidate and graduate performance. A program review of the content area is conducted every 5 years, and an annual review of the education program goals is conducted every year. Data collected are applied to program improvement.

Application to the Program

Candidates in the ESS K-12 physical education concentration generally begin their programs during their sophomore year unless identified earlier. If an interest is expressed in teaching physical education as a concentration to the Exercise and Sports Science major, the K-12 coordinator meets with each student to formally discuss their desires for becoming a physical education teacher and the process for admission to teacher education. Additionally, a plan of study is outlined to assist the student in understanding how the program can be completed in a timely fashion as well as what the expectations are for professional behavior. Students begin the application for admission to teacher education once declaration of major and concentration is completed. The evaluation process for admission to teacher education represents the first evaluation point for these students.

Process through the program

Students are expected to maintain the required GPA once admitted to the program. They are informally and formally evaluated by cooperating teachers and Meredith College K-12 pedagogy faculty throughout their major coursework and clinical experiences. Students are expected to make satisfactory progress on their professional portfolio and their dispositions are reviewed regularly by the K-12 coordinator through informal discussions with methods and Education faculty.

Student teaching and program completion

The unit (DOE) collects and analyzes the data that is obtained from students who complete the licensure program. The expectations for students in K-12 physical education have been and will continue to be based on the academic standards of Meredith College, the School of Education, Health and Human Sciences, and the Department of Education, the mission of Meredith College and the Department of Education, the Conceptual Framework of the Department of Education, and the standards of the North Carolina Department of Public Instruction.

Review of the Program

Apart from formal program review required by Meredith College on a five year cycle, K-12 physical education pedagogy faculty meet regularly to discuss program operations, including such things as student issues, curricular changes, faculty roles/assignments, and policy changes. One clear outcome of these meetings has been the curricular changes that went into effect during the 2006-07 academic year. Additionally, these meetings are used to discuss the effectiveness of the overall curriculum as well as individual courses.

Data collection has focused on three areas: candidate performance data, unit performance, and program performance.

1. **Describe the system for the collection and analysis of data on candidate performance.**
The candidate data has been collected on students who have completed licensure in K-12 physical education. Table 2.0 illustrates the DOE system for collection and analysis of data on candidate performance. The candidate assessment system is monitored continuously and components are added or deleted based on the data results or policy decisions. Assessment decisions are vetted in the Department of Education, with program coordinators of all licensure programs, in Teacher Education Committee, and with our partners in the public schools. For example, an ad hoc committee designed the new Teacher Candidate Evaluation Rubric (TCER). In fall 2006, the pilot instrument was presented to the department; program coordinators and methods faculty at their annual meeting with the department; Teacher Education Committee, composed of public school teachers and administrators; Department of Education faculty, several program coordinators from across campus, and current students; and, fall and spring student interns. The instrument was used at the midterm and final evaluations of student interns during the fall and spring semester, and evaluated at the end of each semester by the users, supervisors (i.e. program coordinators, methods faculty), and cooperating teachers. The candidate assessment system reflects the conceptual framework, INTASC standards, and the dispositions of the teacher education program in that the teacher candidates are expected to demonstrate competence in all areas. The assessment system collects data at key transition points: admission to the program, midpoint (admission to student teaching), during the formative assessment period of the student internship, at the conclusion of the internship, and at program completion. As indicated in Table 2.0, data is collected from internal and external sources at each point in the candidate assessment process.

2. **Describe the system for the collection and analysis of data on the program and program operations.**

The education program has an assessment system that collects and analyzes data on the program and program operations, including candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as needed, to program improvement.
The majors of biology and chemistry undergo assessment in the following ways and these programs, in which the 9-12 science education licensure candidates matriculate, will continue this practice:

Program reviews of the major content areas (every five years)
Strategic plan and annual reports (annual)
Final evaluations of student interns and cooperating teachers in the content area (annual)
PRAXIS II scores, if available (annual)

Program Assessment

Various data on programs are collected upon program completion. The data collected are used, in part, for program improvement. Collected data include:

- Student intern exit surveys
- Program Completer Survey (IHE Report – NCDPI)
- Employer survey (IHE Report – NCDPI)
- Mentor survey (IHE Report – NCDPI)
- First and Fourth Year Program Completers Survey

Program completers have three opportunities to evaluate their program: immediately at the completion of the student internship, at the end of their first year teaching, and at the end of their fourth year teaching. At the end of the internship, each teacher candidate completes an evaluation on her program, cooperating teacher, and college supervisors. The Evaluation of Student Internship Experience and Teacher Education Preparation is in Likert and narrative format, and provides valuable information from candidates who have just completed their program. The evaluations are distributed at the end of the year to the appropriate program coordinators, department chairs, and

Department of Education faculty. Table 2.1 shows the result of the evaluation of the student internship experience and teacher education preparation since fall 2005.

External data includes a survey conducted by the North Carolina Department of Public Instruction. On an annual basis, NCDPI administers a survey to program completers during their first year of teaching, their administrators and mentors. Data are summarized in the IHE Performance Report on Teacher Education. Data from this source are very general; however, it does provide an assessment on the quality of our teacher education program, and how competent our program graduates are in using technology and multiple instructional strategies, managing a classroom, and their ability to work with diverse students. Table 2.2 presents the data for the teacher education program at Meredith College from the 2002-2003 to 2005-2006 academic year.

As with the Evaluation of Student Internship Experience and Teacher Education Preparation, the First Year Program Completers survey is extensive, in that Likert-type items and narrative responses are expected. Two years of data from the First Year Program Completers survey and one year of information from our Fourth Year Program Completers survey are available, and a summary analysis of the First Year Program Completers Survey is presented in Table 2.3. Fourth year surveys are in a narrative format.

The Department of Education collects this data systematically and the data derived from candidates, cooperating teachers, through final evaluations of student interns; graduates of the program in their first and fourth year teaching, their mentors and administrators; and our partnership schools comprise our unit assessment. Included in this assessment also are strategic plans and annual reports that include information such as enrollment and retention of candidates. Collectively this data is used to recommend program changes and improvements. Table 2.4 notes program and candidate assessments used in unit assessment:

3. Describe the formal annual review of the program.

At the end of each academic year, all departments are asked to submit an annual report to their respective deans. All Department Heads report on (a) major highlights of the activities of the department; (b) major constraints; (c) faculty activities, including workshops and presentations, professional involvement, service to schools/community, research activity, publications; (c) student activities, including awards and scholarships, updates on recent graduates, and program completer survey data; (d) student data, including the number of students matriculating and completing the programs. Included in the major highlights from the department reports is information concerning changes in the major, faculty, and other changes that affect the department, such as department or school alignment. In turn, at the beginning of the next academic year, the program coordinator reports on any program changes to the licensure area.

In addition, each department submits an institutional effectiveness report to the College. This report responds to the same questions:

- Strategic Planning: Every year the strategic plan addresses the overall direction of a department, both long term, as well as short term. The direction of the department should support the initiatives and goals of the College, and the mission of the department. The strategic plan of the department reflects the strategic plan of the College, the long-range goals of the department, and how they are evaluated and reviewed; and the various ways that the department supports the learning environment and experiences of the students. In developing a yearly strategic plan, the department selects three to five goals, identifies the objectives, and describes evaluation methods. At the end of the academic year, it reports the evaluation results and makes or plans changes as a result of the evaluation.
- Educational Outcomes Assessment: Each year, the department identifies the educational outcomes that students are expected to be able to demonstrate at the completion of their program. Educational outcomes are what students are able to demonstrate in terms of knowledge, skills, and dispositions. Each educational outcome has established performance criteria, assessment

methods, and assessment results. Departments report on how they are/have used the results of the assessment.

- Results: Based on the findings from the two areas above, program goals and objectives are discussed within the department, and if licensure program is involved, with the department of education, make recommendations for program revisions, and develop a plan for improvement and/or redesign of the program.

At the beginning of each semester, program coordinators for all licensure programs and the Department of Education to discuss updates and changes in education in North Carolina, report on changes within majors or in the departments that affect education, and plan for the upcoming year.

(Table 2.1) Candidate Performance Data Collection and Analysis

Initial	Midpoint	Formative Assessment of Internship	Summative Assessment of Teaching Internship	Recommendation for Licensure
• PRAXIS I (Reading, Writing, Mathematics) (or acceptable scores on SAT/ACT) • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • 2 letters of recommendation • Attend Orientation • Session • Student Essay on diversity • Planned Program signed by Advisor	• Conference with program director or designates • Methods courses • Advising meeting with program coordinator/methods instructor • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • "C" or better in professional education courses • 2 midpoint recommendations – one from methods instructor • Updated planned program • Field experiences form • Speech competency screening form • Triangle Alliance and health form • Background check • Action plan, if necessary	• Midterm conference • Midterm Internship Evaluation • Portfolio-at-a Glance portion of portfolio completed • Action plan, if necessary	• Final Conference • Teacher Candidate Evaluation Completed	• Professional Portfolio • "P" grade in internship • Completion of planned program • PRAXIS II, if applicable • Cumulative GPA (2.5 or better) • Content-area GPA - K-12, 6-9, 9-12 (2.5 or better • "C" or better in professional education courses

(Table 2.2) Summary of Exit Evaluation Surveys: Percentage of Candidates Rating Their Preparation "Good" or "Excellent"*

	Fall 05 (N=14)	Spring 06 (N=47)	Fall 06 (N=30)	Spring 07 (N=47)
1. Establishing/maintaining class rules/procedures	93	98	97	93
2. Discipline/behavior management	86	94	93	91
3. Teaching children with special needs	72	98	86	91
4. Teaching ESL students	79	84	69	88
5. Teaching students from diverse racial/ethnic backgrounds	93	98	90	98
6. Teaching students who are academically gifted	58	91	86	89
7. Incorporating technology into your teaching	93	98	83	94
8. Assessment	72	98	90	96
9. Establishing positive relationships with parents	86	100	97	94
10. Establishing positive relationships with students	100	100	100	100
11. Planning instruction	86	100	97	98
12. Differentiating instruction	93	100	93	100
13. Content knowledge	100	98	93	100
14. Reflecting meaningfully on teaching	100	100	100	98
15. Collaborating with colleagues	100	100	100	98
Average	**87.4%**	**97.1%**	**91.6%**	**95.2%**

Number of surveys returned	31	20
Number of surveys sent	69	56

*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent
**each standard consists of multiple questions

(Table 2.3) NCDPI IHE Report of Candidate and Employer Satisfaction for Initial Programs

	2002-03			2003-04			2004-05			2005-06		
Satisfaction with…	**C**	**M**	**P**	**C**	**M**	**P**	**C**	**M**	**P**	**C**	**M**	**P**
Quality of teacher preparation program	3.82	3.83	3.50	3.71	3.70	3.73	3.70	3.59	3.63	3.84	3.74	3.67
Preparation to effectively manage the classroom	3.59	3.61	3.27	3.49	3.53	3.42	3.42	3.31	3.37	3.50	3.57	3.36
Preparation to use technology to enhance learning	3.59	3.70	3.59	3.53	3.45	3.39	3.48	3.56	3.48	3.44	3.65	3.48
Preparation to address the needs of diverse learners	3.59	3.61	3.23	3.66	3.47	3.27	3.55	3.38	3.26	3.59	3.54	3.59
Preparation to deliver curriculum content through a variety of instructional approaches	3.82	3.78	3.41	3.8	3.63	3.52	3.59	3.50	3.52	3.88	3.65	3.52

Number of surveys received (N)	22	23	22	35	39	33	33	32	27	32	46	33
Scale: 1= strongly disagree; 2 = disagree; 3 = agree; 4 = strong agree					C= program completer; M = mentor; P = principal							

(Table 2.4) Percentage of Program Completers Indicating "Good" or "Excellent" Preparation on the First Year Program Completers Survey*

INTASC/TCER Standard**	**Summer 2005**	**Summer 2006**
Content knowledge	76.4	83.3
Student development	88.7	92.5
Diverse learners	94.2	83.5
Instructional strategies	83.3	91.2
Motivation and management	86.0	93.3
Communication and technology	92.5	100
Planning	82.8	93.1
Assessment	82.3	86.7
Reflective practice and professional growth	97.8	91.7
School and community involvement	85.5	82.1
Average	**87.0%**	**89.7%**
Number of surveys returned	31	20
Number of surveys sent	69	56
*scale is 1 = weak; 2 = adequate; 3 = good; 4 = excellent **each standard consists of multiple questions		

(Table 2.5) Program and Candidate Assessments

Program and Candidate Assessments			
Instrument/ Evaluation	Data Source	Data Collection/ Analysis/ Responsibility	Review Cycle
GPA at Admission	Registrar's Office	DOE Office TEC Committee	Annual
PRAXIS, SAT, ACT	ETS Admissions Office IHE Report	DOE Office TEC Committee	Annual
Field Experiences Report	Candidates	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Program Completion Surveys	Candidates	Director, Teacher Education	Semester/Annual
Post Completion Surveys	IHE Report Graduate Surveys	NCATE Coordinator TEC Committee	Annual
Technology Standards Pass Rate	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Teacher Candidate Evaluation (TCER)	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Professional Portfolio	Faculty/Supervisors	Field Experiences Coordinator (K-6) Director, Teacher Education	Semester/Annual
Operations Assessments			
Enrollment Numbers/Program	IHE Report	Director, Teacher Education TEC Committee	Annual
Number Licensed and Employed within 1 year of graduation	IHE Report	NCDPI	Annual
Number Graduates employed in Public Schools	IHE Report	NCDPI	Annual
Analysis of Faculty Service to Public Schools	Faculty – Annual Reports	Department Head/Dean	Annual
Observation of Teaching - Faculty	Department Head	Dean	Annual
Peer Observation of Teaching - Faculty	Faculty	Department Head	Annual
Student Evaluations of Course and Instructor	Faculty/Department Head	Department Head	Semester/Annual
Candidate Complaint/Concern	Department Head, Dean, VPAA	Department Head, Dean, VPAP	Annual
Department of Education Goals, Progress Annual Report, and Institutional Effectiveness Plan	Faculty	Department Head NCATE Coordinator	Annual

Program Standard 2 Links
Course Syllabi – ESS
Course Syllabi - Education

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

Meredith College currently has a partnership with the Wake County Public Schools System (WCPSS) thorough the Triangle Alliance Agreement and individual school partnerships with 12 elementary schools. The K-6 program at Meredith is currently our largest campus program that allows individual relationships to be beneficial both to the school and to our students. The partnership with WCPSS allows the Department of Education and the physical education program to seek out physical education teachers who use best practices for our students.

Program Standard 3A: Field Experiences and Clinical Practice

Students in the physical education program will have sequentially planned field experiences that will begin early in the student's program and will culminate in a continuous and extended minimum eleven-week period of student teaching the area of K-12 physical education All field experiences are supervised and formal midterm and final evaluations involving college supervisors, cooperating teachers and student teachers are collected and analyzed.

1. Describe the early field experiences and the sequence in which they occur.

Field experiences and clinical practice are intended to provide candidates with experiences that closely align themselves with the mission and the Conceptual Framework of the Department of Education and its programs.

The program begins with developing our candidates into leaders in education. During early field experiences, linked to specific course requirements, candidates begin to learn how school systems and schools work. During EDU 232, Foundations of American Education, undergraduate and licensure only science education candidates work in a school, learning how school systems and individual schools within that system operate. They attend school board/advisory council meetings, talk with teachers and administrators, and study the inner workings of the school. Also, candidates are introduced early into the importance that the department places on diversity and the importance of reaching the diverse populations in our schools. A section of Foundations is linked to SOC 273, Education and Family in Mexico, a sociology course that emphasizes understanding and meeting the needs of the increasing Latino population in the area. The linked course requires working with ESL students in some of our partner elementary schools, and satisfies a general education requirement, CORE 200. EDU 234, Educational Psychology requires students to observe and assist a public school teacher and class in their area of licensure, and to observe in a classroom for exceptional children. Other courses, outside of the Department of Education, taken as requirements for licensure, SOC 335, Race and Ethnic Relations and PSY 312, Psychology of Exceptional Individuals, often require field work as part of the course requirements.

In the K-12 physical education concentration, students are asked to seek opportunities to assist physical education teachers in the Wake County School system during the ESS 200 required volunteer assignment. In ESS 743 and ESS 745, structured field experience and clinical practice are built into the coursework. These two methods courses in physical education are scheduled three days a week, during the morning hours, and attached to a non-scheduled 10:00 hour on campus in an effort to provide an extended experience in school settings and allow students to travel back and forth to campus without concern for missing other classes they have scheduled. Wednesdays during the entire semester are designated days

for students to be in an assigned Wake County School Setting conducting early semester observations and opportunities for clinical practice designed by the supervisor and designated cooperating teacher. During ESS 746, structured field experiences in a variety of clinical settings are arranged by the individual faculty member in consultation with the K-12 coordinator. The goal of these field experiences is to assist prospective physical education interns in gaining an understanding of what they are seeing in schools with methods class content they are learning. Since ESS 743 and ESS 745 are offered on alternate fall semesters, a range of experience levels are present in either ESS 743 or ESS 745 with regard to field experience. Therefore, efforts are made to structure field experiences in such a way that students gain initial as well as additional clinical practice. Paired small group clinical teaching experiences and peer evaluations are an example of ways in which faculty have assisted the students in gaining both initial and additional experience in the field. By the time of their student teaching internship, K-12 physical education students have gained ample confidence in their abilities to be in school settings and are ready to take on the challenges of an individual student teaching assignment. They are usually placed with a cooperating teacher they have already worked with during their methods classes. The K-12 physical education coordinator assists in the arrangement of partnerships in the schools in accordance to Meredith College's current partnership with the Wake County Public School System.

The student internship begins the semester before the full time internship experience. Physical education candidates receive their school assignment and cooperating teacher the semester prior to student teaching and begin planning opportunities to work directly with their school supervisor prior to the beginning of the internship. Having this opportunity gives candidates the opportunity to work in the school, with the cooperating teacher, and the students. Also, it allows the cooperating teacher to note the work ethic of the candidate and raise concerns that can be dealt with before the candidate begins the student internship. Feedback is solicited from the cooperating teacher at the end of the first semester of placement with informal and two formal assessments completed during the internship.

The program in K-12 physical education does its best to carefully sequence and structure all of the field placements connected to various required courses within the K-12 program of study. The chart below shows field placements for K-12 licensure physical education students.

(Table 3.1)

Program	Year/Sem	Course/Number	Type of Experience	Hours in Field
All Programs	Sophomore	EDU 232 Foundations of American Education	Introductory – observation, participation	Minimum of 10 hours
All Programs	Sophomore/ Junior	EDU 234 Educational Psychology	Introductory - observations and limited participation	Minimum of 10 hours
K-12 program in physical education	Junior/Senior Fall	ESS 743 or ESS 745 and ESS 746 courses in field of expertise	Observation, active participation, mini teaching	1 day a week for 2 hours that day all semester for all courses
All Programs	Senior Fall or Spring Semester	EDU 440 – Seminar in Education	Internship – Observation, journaling	Minimum of 40 hours
All Programs	Senior year Fall or Spring Semester	EDU 490 – Supervised Observation and Directed Teaching	Internship – consecutive 11-week semester	11 weeks/40 hours/week = 440 hours

2. Describe the student teaching requirement, including length of time and setting, for those seeking an initial teaching license.

During the final semester, physical education candidates have the opportunity to demonstrate their strong content knowledge by being able to transform the knowledge and skills learned not only in their content area, but also in their general education, into their classroom by completing a fulltime eleven week student teaching experience. In the student internship, candidates demonstrate their competence through the requirements described in the Internship Handbook for Teacher Candidates and the Student Teaching Handbook for Physical Education Teachers. These requirements include lesson plans and critiques, videotapes for self-assessment, planning, teaching, observation of other teachers in other physical education areas, and a reflective seminar throughout the semester and at the completion of the internship. The cooperating teacher; two college supervisors, one in content, the other in the department of education, and the candidate assess and document progress using the Teacher Candidate Evaluation Rubric (TCER). Reflection is imperative as the candidate confers with the education supervisor and content area supervisor on a weekly basis; is part of conferencing with the cooperating teacher and the education and/or content area supervisor; attends weekly reflection seminars with her peers and education supervisor; and, has individual consultations with the education and content area supervisor. The education supervisor conducts conferences with the intern and the cooperating teacher, has consistent and constant contact with the intern and cooperating teacher, and conducts the reflection seminar with the candidate and her peers.

3. Describe the involvement of the P-12 partners in field experiences and clinical practice.

The Department of Education has a collaborative agreement through the Triangle Alliance with Wake County Public Schools (WCPSS). This agreement, which is with all IHEs in the Triangle area, sets forth the criteria and conditions for placement of candidates in P-12 field experiences settings. The Wake County Public School System has a number of inner city, suburban, and rural schools. In addition, the majority of WCPSS high schools are ethnically and economically diverse. Having a school system with such a variety of schools enables the Department of Education working with the program coordinator or methods instructor to select the school and cooperating teacher that will provide the best experiences for the teacher candidate. The director along with the physical education program coordinator/methods faculty, evaluates the experiences of the physical education candidates and works with WCPSS to assign candidates to the schools and cooperating teacher.

From past experience, the director and the physical education methods faculty have worked with a number of excellent cooperating teachers in WCPSS. In addition, the director relies on the recommendation of the school's department head, assistant principal for instruction (API) or the grade level assistant principal of a cooperating teacher either for early field experiences and/or student internship placement. Several WCPSS high schools have over 2000 students, and the communication with the API makes for easy placement of a physical education candidate. Using this approach to placement, the Department of Education is confident in having cooperating teachers who are highly qualified in their content area. For all field experiences in the K-12 physical education program, contact to the school is made by the K-12 physical education coordinator. The instructor of the early field experience course, whether it is EDU 232 or EDU 234, informs the school and teacher of the goals, objectives, and expectations for the student and the course. Again, at the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. During the 11-week fulltime internship semester, candidates request a formal evaluation from one of the assistant principals or the cooperating teacher and possibly the

Department Head in the field setting. Usually this assessment is completed by the administrator using the Teacher Performance Appraisal Instrument (TPAI). This assessment is usually used as part of the student teaching portfolio.

4. Identify the criteria and processes used for making field placements.

In some cases, such as EDU 232, Foundations of American Education, field placements for K-12 physical education students are made by the instructor of the course. This course is a more generalized look at public schools and the public school environment from a perspective teacher's point of view. In EDU 234, Educational Psychology, early field experience placement for all middle/secondary/K-12 teacher candidates is made by the Director of Teacher Education. Arrangements are usually made with assistant principals (middle/high schools), department heads, or individual teachers.

Cooperating teachers are identified for placements the semester before the full time student internship. For physical education student internship placements, the Director of Teacher Education collaborates with the K-12 physical education coordinator, school administrators (assistant principals for instruction or grade level assistant principals), and department heads to identify highly qualified physical education teachers in the WCPSS. On occasion, WCPSS principals are contacted. Other factors also go into the placement of physical education candidates. In addition to the early field placement list that the Director maintains, the candidate is asked about other experiences she might have had with students in a public school setting. And, the admission essay is used as a gauge for experiences with diverse students that the candidate might need to have during the student internship experience. The Director works with the school system to ensure that the candidate has a diversity of students. The Director of Teacher Education also reviews past evaluations of cooperating teachers in physical education. After the cooperating teachers are identified, the candidate spends the first of the fall or spring semester working in their classroom, interacting with students, teaching minilessons, attending meetings, if possible. At the end of the first semester of internship placement, the director requests feedback from the cooperating teacher. If problems are noted, the situation is dealt with by the director, program coordinator/methods faculty, cooperating teacher, assistant principal, and the candidate. If a change in placement is necessary, the same procedure is followed. If the placement is approved by the school and the cooperating teacher, the cooperating teacher receives a letter with further information concerning the student internship semester, a copy of the Internship Handbook for Teacher Candidates, other pertinent information.

5. Describe the procedures used to prepare cooperating teachers and field-based supervisors for their roles.

The school system and the individual school ensure the qualifications of the cooperating teacher. Specific qualifications of cooperating teachers include earned licensure in the teaching field, tenure, a recommendation from the school administrator, and agreement from the cooperating teacher. Cooperating teachers receive preparation and support for fulfilling their roles from the Department of Education and the K-12 physical education coordinator. The Director of Teacher Education meets with a beginning or new cooperating teacher to our program. During this meeting, the director provides an overview of the teacher education program at Meredith College and its philosophy of internship support, the collaborative nature of our work, the responsibilities of the cooperating teacher, student intern expectations, the assessment instruments, and answers any questions that the cooperating teacher might have. A dinner meeting is held one evening before the fulltime student internship begins with the education supervisor, student intern, and the physical education faculty. During this meeting, the program philosophy, including the department's Conceptual Framework and dispositions, and the partnership among the student intern, cooperating teacher, education and content

area supervisor are discussed; student intern expectations are outlined, including lesson planning, videotaping, technology/professional portfolio; and, the evaluation process is reviewed.

In most cases, education and content area supervisors for all middle/secondary/K-12 programs are full time tenured faculty. In the physical education program, the K-12 coordinator has primarily served as the college supervisor for all program completers. During one extended summer student internship experience, a qualified faculty member in the department assisted in the supervisory process while the K-12 coordinator was undergoing surgery. Beginning in 2006-07, the department of Health and Exercise Science will have another full time faculty member qualified to supervise student teachers.

Each semester, WCPSS asks cooperating teachers to evaluate the college supervisor and the quality of supervision provided by the institution. Student interns evaluate confidentially the education and content area supervisor. The assessment instruments include a Likert instrument as well as open-ended comments. Results are compiled by the Director of Teacher Education and are distributed to the supervisors and the appropriate Department Heads for review, once a year. If an evaluation raises concerns, the Department Head of the Department of Education consults with the Department Head of the content area on providing support and opportunities for improvement.

6. Describe how candidates in field experiences are supervised and evaluated.

Early field experiences for candidates in physical education are assessed through the individual classes. The college methods instructor attends all field and clinical experiences in the schools and works together with the cooperating teacher to structure a quality experience for students. Their assignments are assessed by the faculty teaching the professional education courses in which the work is required. If candidate work is below standard or unsatisfactory, the faculty will discuss ways to assist the student with the cooperating teacher on site and via e-mail or phone communication. Lines of communication are always open. All cooperating teachers involved with our students in field experiences and clinical practice believe that they can comment candidly not only on the readiness and preparation of Meredith College teacher candidates, but also on whether they are demonstrating the dispositions we have carefully outlined.

During the semester before the internship, cooperating teachers are asked for feedback on the candidate. The assessment process during the student internship requires that the cooperating teacher, student intern, and both college supervisors, education and content area, each complete a midterm and final evaluation. The cooperating teacher completes informal and formal classroom assessments during the internship, and the education supervisor completes at least four formal classroom observation assessments with the content area supervisor completing two or three, using the Teacher Candidate Evaluation Rubric (TCER).

All student interns in the K-12 physical education program complete a student teaching portfolio during the semester of the full time student internship. During the internship, there are numerous opportunities for candidates to reflect on their experiences. Cooperating teachers provide informal oral and written feedback on lesson plans, classroom management strategies, and instructional strategies. Candidates complete and critique a videotape, and communicate with their college supervisor on a weekly basis. In addition, candidates participate in student internship seminars throughout the full time student internship period that provide opportunities to problem-solve, reflect on the week, and receive peer feedback.

Measurement and evaluation of student learning are embedded throughout the teacher education program. Candidate designed lesson plans require that candidates demonstrate the knowledge and skills in planning for the evaluation of student learning. During the methods and student internship

semester, a variety of assessment strategies are expected. Examples of rubrics used, informal and formal assessment strategies, and a variety of assignments are expected to be demonstrated during this period.

7. Describe how field experiences and clinical practice are evaluated.

Each semester, cooperating teachers provide an anonymous evaluation of the education supervisors using an instrument developed by WCPSS. The evaluation is sent to the Director of Field Experiences at WCPSS, who forwards them to the Director of Teacher Education.

Cooperating teachers, college supervisors, and programs are evaluated by student interns at the end of each semester. The Evaluation of the Student Internship and Teacher Education Preparation is completed by each student intern online at the completion of their internship. The form includes multiple choice items, a Likert item, and open-ended comments. Results of these evaluations are distributed to the supervisors, Director, Teacher Education Program, and the Department Heads of both Education and the content area. If an evaluation raises a concern about a supervisor's performance, the Department Heads consult with each other and with the individual supervisor. Program concerns are cataloged and if the same concerns are expressed over a period of time, the program coordinator meets with the Director of the Teacher Education and, if necessary, the Chair, Department of Education, to discuss plans of action to remedy the situation.

Program Standard 3 Links
Course Syllabi – ESS
Course Syllabi - Education

STANDARD 4: DIVERSITY

Diversity is ingrained in the mission and general education of Meredith College, is an important part of the Mission and Conceptual Framework of the Department of Education, and is a major focus of our partner school system, the Wake County Public School System (WCPSS). The secondary science program at Meredith College addresses diversity in multiple and meaningful ways. The General Education and education curriculum, field experiences, and clinical practice allow candidates to demonstrate knowledge, skills, and dispositions related to diversity. All these areas give candidates the necessary knowledge bases, and conceptualizations of diversity and inclusion so that they can apply them effectively in schools. Candidates in the K-12 physical education program understand and demonstrate the importance of adjusting instruction to accommodate the individual learning needs of their students, and creating a learning community respectful and inclusive of individual differences. They learn to build on students' knowledge and experiences to make learning relevant, engage all students, and through best practices in multicultural and inclusive education, use a variety of instructional strategies to support all students in meeting intended instructional outcomes. The program works to ensure that all candidates consistently embed authentic multicultural resources, and use multiple perspectives to strengthen the curriculum and engage all students.

Undergraduate students enroll in a three-component CORE general education program: CORE 100, 200, and 400.

CORE 100: Undergraduate students examine histories, myths, stereotypes, and current facts about the primary American cultural groups that participate in our democratic society. Students conduct research to discover how different cultural beliefs about economic class, race, ethnicity, religion, gender, and sexual orientation affect how citizens of the United States see themselves and how others see them. Students explore their own cultural backgrounds, read the stories of citizens from different cultural backgrounds, and attend community events that celebrate or illuminate cultural identity, then discuss and reflect on the course material with a faculty member or well-trained student reflection leader.

CORE 200: CORE 200 courses focus on cultures and cultural interaction outside the United States. CORE 200 can be completed by one of two ways. Students may take a two-course linkage, such as EDU 232, Foundations of American Education and SOC 273, Education and Family in Mexico, that will fulfill her CORE 200 requirement as well as other general education requirements, or they can study abroad. The linkage serves as a learning community to provide students with an interdisciplinary experience that includes focused study of another culture. Alternatively, students can study abroad. All Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs fulfill the CORE 200 requirement. International students and students with experience abroad may apply to show they have fulfilled the requirement through alternative means.

CORE 400: The third course in the sequence examines a problem of global significance and then addresses the problem in the student's community. CORE 400 courses often fulfill other general education requirements. CORE 400 includes courses such as: CORE 401 Technology and Social Change, CORE 941 The Problem of Homelessness, and CORE 942 Global Questions: The Needs of Families.

All physical education candidates take EDU 232, Foundations of American Education. Candidates who are fulfilling their CORE 200 requirements through Study Abroad have the option of taking the linked course, SOC 273, Education and Family in Mexico. In addition, EDU 234, Educational Psychology, SOC 335, Race and Ethnic Relations are required of the physical education candidate's licensure program. These courses are designed to equip candidates with the knowledge and skills to make academic modifications and accommodations for diverse students, including students with exceptional learning needs, and students who are at risk for learning problems.

The Mission and Conceptual Framework of the Department of Education stress the importance of educating all students. The Mission of the Department of Education is to prepare educators who have the knowledge, skills, and values to teach all students, and stresses the commitment of the program to develop teachers who embrace their significant role in a diverse society. Candidates recognize that teaching in a diverse global community is an integral part of our program by understanding and demonstrating the Conceptual Framework. The Conceptual Framework emphasizes that all candidates in the teacher education program at Meredith College maintain high expectations for all students, and that they practice inclusive teaching. They demonstrate culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.

Assessment of candidates and their experiences begins with the student essay required for admission to the program. Candidates with limited experiences with diverse students are given an opportunity to gain that experience either on their own or through prescription. Candidate assessment is continuous throughout the program, and is used to provide feedback to candidates for improving their knowledge, skills, and dispositions. In that we are a College of many different kinds of young

women who have had varied experiences with diverse populations, we are fairly prescriptive in the experiences that we try to provide for our students. The Director of Teacher Education works to provide candidates with challenging, yet rewarding experiences in schools and classroom with diverse learners. Courses that are prerequisites to the student internship include instruction and assignments that require candidates to demonstrate their abilities to work with and plan for a culturally diverse population. Assessments of candidates include evaluations of diversity proficiencies that are aligned with INTASC standards, and the student internship assessment rubric, TCER, delineates candidate expectations for demonstrating the competencies in meeting the needs of all students.

Other data validate our candidates' preparation and dispositional attitudes regarding diverse populations. According to the IHE Performance Reports for NCDPI for the past 5 years, graduates of the teacher education program at Meredith College have received ratings higher than the state's average in working with diverse learners. And, the results of the department's survey of first and third year program graduates indicate that they were prepared well to work with diverse populations of students.

2. Describe the diversity of the higher education and P-12 faculty with whom candidates interact. Give specific numbers that reflect the ethnic, racial, and gender diversity at the institutional, unit, program, and P-12 levels.

Candidates interact and collaborate in classroom settings on campus and in schools with faculty from the College, department, professional education faculty, and school faculty from diverse ethnic, racial, and gender groups. The College and the Department of Education have a minority faculty recruitment plan that guides the institution and the department in its recruitment and retention efforts. Table 4.1 represents Meredith College faculty and professional staff demographics at Meredith College. This table includes faculty in the Department of Education as well as the department of Health, Exercise and Sports Science.

Table 4-1
Faculty Demographics – 2006-2007

	Professional Education Faculty in Initial Teacher Preparation Programs*		**Professional Education Faculty in Advanced Programs****		**Exercise and Sports Science Faculty**		**All Faculty in the Institution*****		**School-Based Faculty**	
	N (%)		N (%)		N%		N (%)		N (%)	
	Full-time	Part- time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Cooperating Teachers	All WCPSS
American Indian or Alaskan Native	-	-	-	-			-	-	-	20 (0.2)
Asian or Pacific Islander	-	-	-	-			3 (2.3)	2 (1.6)	-	64 (0.7)
Black, non-Hispanic	2 (22.2)	1 (12.5)	1** (20)	1 (100)			4 (3)	3 (2.4)	3 (3.8)	1058 (12)
Hispanic	-	-	-	-			5 (3.8)	2 (1.6)	1 (1.3)	151 (1.7)
White, non-Hispanic	7 (77.8)	7 (87.5)	4** (80)		9(100)	6(100)	112 (84.8)	103 (83.1)	74 (94.9)	7342 (83.2)
Other										79 (0.9)
Race/ethnicity unknown	-	-					8 (6.1)	14 (11.3)	-	113 (1.3)
Total	9 (100)	8 (100)	5 (100)	1 (100)	9 (100)	6 (100)	132 (100)	124 (100)	78 (100)	8827 (100)
Female	9 (100)	6 (75)	5 (100)	1 (100)	6(67)	5(83)	88 (66.7)	89 (71.8)	73 (93.6)	no data
Male	-	2 (25)	-	0	3(33)	1(17)	44 (33.3)	35 (28.2)	5 (6.4)	no data
Total	9 (100)	8 (100)	5 (100)	1 (100)	9 (100)	11 (100)	132 (100)	124 (100)	78 (100)	no data

*Includes full time faculty in professional education and part time faculty in education not otherwise employed by the college.
**Faculty counted in both initial teacher preparation and advanced programs since they teach at both levels.
***Fall 2006 census

The Department of Health, Exercise, and Sports Science is not representative of diverse faculty ethnicity. However, the department does have a strong presence of women in leadership roles including Dr. Marie Chamblee who is Dean of the School of Health and Human Sciences, Dr. Melinda Campbell, who is Department Head for Health, Exercise and Sports Science, and Jackie Myers, who is an athletics director and faculty member teaching in the department.

Candidates work in diverse P-12 school settings.

Table 4- 2
Race/Ethnicity of Schools Used for Physical Education Student Interns (K-12)
2001-2007

School	Total Faculty Physical Education Only	Total Faculty including Race/ Ethnicity
Durant Road Middle School	**6**	**72**
African/African - American	1	7
Caucasian	5	62
Asian		1
Hispanic		2
Other		
Lufkin Road Middle School	**6**	**69**
African/African - American		5
Caucasian	5	
Asian		1
Hispanic	1	1
Other		
Fuquay-Varina	8	**99**
African/African - American		4
Caucasian	8	92
Asian		2
Hispanic		
Other		1
Durant Elementary	**1**	**69**
African/African - American		2
Caucasian	1	65
Asian		
Hispanic		2
Other		
Northridge Elementary		**41**
African/African		3

- American		
Caucasian	2	38
Asian		
Hispanic		
Other		
East Cary Middle	Information not available	**17**
African/African - American		2
Caucasian		14
Asian		
Hispanic		1
Other		
Holly Springs Elementary		**52**
African/African - American		4
Caucasian	1	48
Asian		
Hispanic		
Other		

3. Describe how the program provides opportunities and experiences for candidates to interact with diverse higher education and school faculty.

Faculty and professional staff in physical education, teacher education, and the 9-12 schools have the knowledge and experience to prepare candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. Candidates interact with faculty in physical education in labs, research projects, advising sessions, conferences, labs, and the in-class environment.

The College continues its efforts to recruit minority faculty in all searches. In addition to advertising in national publications, such as The Chronicle of Higher Education, Journal of Hispanic Higher Education, and The Journal of Blacks in Higher Education, discipline specific journals and newsletters, individual departments direct mail position announcements to historically minority institutions and to graduate schools that produce a high number of minority candidates. Recognizing its limited numbers of minority faculty, the College and individual departments are committed to increasing the numbers of minority candidates brought to campus and pursued.

During the 2006-07 school year, the teacher education faculty included one minority faculty member, tenured and full time to the institution, one full time minority faculty member, and one adjunct faculty member teaching in the elementary program.

WCPSS continues the commitment to diversify its faculty, also. The most recent data indicate that the percentage of racial/ethnic minority teaching faculty in Wake County is 15.5%. A small group of personnel in the Division of Human Resources, WCPSS, is currently focusing on strategies to recruit and retain minority teaching faculty.

4. Describe the diversity of candidates in the program. Give specific numbers that reflect the ethnic, racial, and gender diversity.

Of the thirteen candidates who have completed licensure in physical education in the past 5 years, none have been minority candidates, and all have been female. The following table depicts candidate diversity at the undergraduate level.

Table 4-3
Demographic* History of the Department of Education
2001-2007

Undergraduates/Licensure Only for Initial Licensure

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Caucasian	75	82	70	79	64	72
African-American	3	5		2	3	3
Hispanic		2			1	2
Asian		1	1		1	1
Native American		1				
Other						

*Note: All candidates were female

5. Describe how the program provides opportunities and experiences for candidates to interact with diverse candidates.

Teacher education candidates at Meredith College reflect the ethnic, racial, and socioeconomic diversity of the student body, which is reflected in the next table. Meredith College takes seriously student recruitment; however, the primary responsibility for recruitment lies with the Office of Admissions. Meredith College makes intensive efforts to recruit and retain minority students on campus, works diligently to provide experiences on campus to demonstrate the inclusive nature of the environment, and sponsors College Success Workshops in the summer for minority students who have been admitted. Information sessions held during the year focus on academic offerings, financial aid, and college life. The summer workshops focus on study skills, being successful and becoming involved at Meredith College. Teacher education faculty speak with prospective students concerning teacher education, and minority student recruitment is a major emphasis of the North Carolina Teaching Fellows program at Meredith College. Additional minority recruitment out of the Office of Admissions targets schools with higher concentrations of college-bound minority students; attending college fairs, and other programs geared to working with minority students transitioning from school to college. The Office of Admissions contacts minority graduates of the College and current minority students for prospects, and the Department of Education contacts its program graduates who are teaching in high school for minority prospects.

The Department of Education, as well as the College, continues to recruit minority candidates into teacher education, and while the number of the minority teacher candidates is not as great as the department would like, class size at Meredith College allows our students to interact with minority candidates not only in the program, but in classes throughout the College. The College, Department and Teaching Fellows have a commitment to building a diverse community. Recognizing that our

total student population was less diverse than we would like, we encourage students to interact with others who have different backgrounds, experiences, religions, and outlooks than themselves. The restructuring of the General Education program is the College's commitment to providing its students with these experiences, both at home and abroad.

The College recognizes that recruitment is only one half of the solution, and that retaining of the students is another important factor. The Office of Commuter Life and Diversity Programs was established to serve as a support system to the diverse population of students of color. Workshops and seminars sponsored by the office are designed to help students of color be successful academically and socially. In addition, a wide range of services are offered to enhance cultural diversity, racial understanding and personal development of all students at Meredith College. Demonstrating her personal commitment to diversity on campus, the President established a Diversity Council on campus to further the diversity initiatives of the College. Those initiatives include:

- Increasing the diversity of our students, faculty, and staff.
- Researching, identifying, and implementing diversity training opportunities for the Meredith community.
- Identifying programs, services, and facilities that will make Meredith a more welcoming environment.
- Identifying diversity resources.
- Evaluating Meredith's progress towards its diversity goals.

The Student Government Association (SGA) established the Unity Council during the 2005-06 school year to study, address, and attempt to solve concerns about diversity; and support the well-being of all students and organizations affected by diversity and prompt inclusiveness.

The goals of Unity Council are varied and include:

- Increased diversity education awareness on campus.
- Providing an open forum for students to voice concerns pertaining to issues of diversity and inclusiveness on campus.
- Sponsoring and co-sponsoring programs, seminars, and/or conferences on campus to deal with diversity issues.

Both Councils have been active since their inception, and continue to be an integral part of the campus, taking on the diversity challenges that the College faces in the 21st century.

6. Describe the diversity (including exceptionalities) of the K-12 students with whom candidates work in clinical experiences. Give specific numbers that reflect the ethnic, racial, gender, and socio-economic diversity and exceptionalities.

The majority of students who enroll in the teacher education program complete field experiences and clinical practice in the WCPSS. The table below indicates the PK-12 student diversity by free and reduced lunch and ethnic profiles of the school system. WCPSS uses socioeconomic data to ensure that no school in the system has more than 40% of its students eligible for free or reduced-price lunch.

Table 4-4
Demographics – Wake County Public Schools
2005-06

Wake	28.1	56.8	8.3	30.2	.3	4.5	15.1	14.1
County	Free/Reduced Price Lunch %	Caucasian %	Hispanic %	African-American %	American Indian %	Asian %	Exceptional Students %	Gifted %

WCPSS serves over 14,000 students with special needs. The school system provides a continuum of service to meet the individual needs of learners. When possible PK-12 students are served in schools in their base attendance area or in schools of choice with support from special education and related services and/or building modifications. Most middle and high schools in the WCPSS service special needs students who are able to work in regular classes using the inclusive/consultative model, and most high schools provide curriculum assistance (CA) to special needs students who have transitioned from full time services. The majority of student interns in middle and secondary school classrooms design and execute students in classes with special needs students. Lesson plans indicate accommodations they make for special needs students in the regular classroom. In addition, case studies demonstrate their focus on special needs students in their own classroom.

7. Describe how the program ensures that candidates interact with diverse K-12 students in public schools settings.

Candidates in the teacher education program at Meredith College have substantial opportunity to work with diverse students in the public schools of Wake County. Given the diverse population of the school system, socioeconomic, racially, and ethnically, including exceptional students, teacher education candidates are assigned, monitored, and supervised to ensure that they have experiences with students of varying academic ability and diversity. Schools in Wake County are located in urban, suburban, and rural areas, and given candidates prior experiences in working with diverse populations, field experiences and clinical practice are chosen to give candidates a variety of experiences. In addition to the racial, ethnic, and socioeconomic diversity, Wake County Public Schools is a model of inclusion programs and sheltered instruction for ESL students. Throughout the series of field experiences as part of the various class assignments, teacher education candidates at Meredith work with all levels of students to gain experiences necessary to becoming an excellent candidate for employment throughout the state of North Carolina and the country.

Table 4-5 Meredith College Student Demographics

2001-2006

Fall	2001		2002		2003		2004		2005		2006	
	#	%	#	%	#	%	#	%	#	%	#	%
Undergraduate												
White, non-Hispanic	2,034	88.2	1,864	85.7	1,672	83.6	1,623	80.8	1,575	78.2	1,544	77.6
American Indian/Alaskan Native	5	0.2	8	0.4	8	0.4	7	0.3	7	0.3	5	0.3
Hispanic	38	1.6	31	1.4	30	1.5	45	2.2	44	2.2	47	2.4
Black, non-Hispanic	142	6.2	145	6.7	148	7.4	190	9.5	220	10.9	209	10.5
Asian or Pacific Islander	27	1.2	31	1.4	31	1.6	33	1.6	44	2.2	43	2.2
Other	NA	NA	7	0.3	18	0.9	24	1.2	31	1.5	31	1.6
Nonresident alien	19	0.8	20	0.9	17	0.8	24	1.2	16	0.8	18	0.9
Race/ethnicity unknown	42	1.8	69	3.2	76	3.8	63	3.1	78	3.9	92	4.6
Total	**2,307**	**100**	**2,175**	**100**	**2,000**	**100**	**2,009**	**100**	**2,015**	**100**	**1,989**	**100**
Graduate												
White, non-Hispanic	133	83.6	120	78.4	113	74.3	126	78.8	119	77.8	101	67.8
American Indian/Alaskan Native	1	0.6	0	0.0	1	0.7	2	1.3	1	0.7	1	0.7
Hispanic	2	1.3	1	0.6	1	0.7	2	1.3	1	0.7	5	3.4
Black, non-Hispanic	16	10.0	18	11.8	21	13.8	17	10.6	12	7.8	18	12.1
Asian or Pacific Islander	2	1.3	3	2.0	5	3.3	2	1.3	5	3.3	6	4.0
Other	NA	NA	1	0.6	0	0.0	2	1.3	1	0.7	0	0.0
Nonresident alien	3	1.9	4	2.6	6	3.9	4	2.5	4	2.6	5	3.4
Race/ethnicity unknown	2	1.3	6	3.9	5	3.3	5	3.1	10	6.5	13	8.7
Total	**159**	**100**	**153**	**100**	**152**	**100**	**160**	**100**	**153**	**100**	**149**	**100**

Fall	2001		2002		2003		2004		2005		2006	
Total (All Students)												
White, non-Hispanic	2,167	87.9	1,984	85.2	1,785	82.9	1,749	80.6	1,694	78.1	1,645	76.9
American Indian/Alaskan Native	6	0.2	8	0.3	9	0.4	9	0.4	8	0.4	6	0.3

Hispanic	40	1.6	32	1.4	31	1.4	47	2.2	45	2.1	52	2.4
Black, non-Hispanic	158	6.4	163	7.0	169	7.9	207	9.5	232	10.7	227	10.6
Asian or Pacific Islander	29	1.2	34	1.5	36	1.7	35	1.6	49	2.3	49	2.3
Other	NA	NA	8	0.3	18	0.8	26	1.2	32	1.5	31	1.4
Nonresident alien	22	0.9	24	1.0	23	1.1	28	1.3	20	0.9	23	1.1
Race/ethnicity unknown	44	1.8	75	3.3	81	3.8	68	3.1	88	4.1	105	4.9
Grand Total	**2,466**	**100**	**2,328**	**100**	**2,152**	**100**	**2,169**	**100**	**2,168**	**100**	**2,138**	**100**
Minority Representation												
Undergraduate	212	9.2	222	10.2	235	11.8	299	14.9	346	17.2	335	16.8
Graduate	21	13.2	23	15.0	18	18.5	25	15.6	20	13.1	30	20.1
Total	**233**	**9.4**	**245**	**10.5**	**263**	**12.2**	**324**	**14.9**	**366**	**16.9**	**365**	**17.1**
Multicultural Representation												
(Includes Non-Resident Aliens)												
Undergraduate	231	10.0	242	11.1	252	12.6	323	16.1	362	18.0	353	17.7
Graduate	24	15.1	27	17.6	34	22.4	29	18.1	24	15.7	35	23.5
Total	**255**	**10.3**	**269**	**11.6**	**286**	**13.3**	**352**	**16.2**	**386**	**17.8**	**388**	**18.1**

Program Standard 4 Links
Course Syllabi – ESS
Course Syllabi - Education

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

(Table 5.1) Department of Education
Department of Health, Exercise and Sports Science

Name	Department	Degree/Licensure Area(s)	Teaching Assignments Relevant to Middle/Secondary/ K-12 Program	Content Knowledge (CK), Content Pedagogy (CP), Professional Education (PE)	Status Full Time (FT) Part Time (PT) Adjunct (Adj)
Jane Gleason	Education	Ph.D, Curriculum & Instruction Teaching License: Mathematics	EDU 234, Educational Psychology	PE, CK	FT
Ellen Graden	Education	Ph.D., Foreign /Second Language Education Teaching License: ESL, Spanish, French, History	EDU 345, Language Minorities in the Public Schools EDU 445, Teaching Elementary ESL Students EDU 490, Observation & Directed Teaching EDU 745, Introduction to Teaching ESL EDU 641 Methods of Teaching ESL EDU 650, Master's Thesis EDU 651, Master's Thesis	CP, PE	
Monica McKinney	Education	Ph.D., Social Foundations of Education Teaching License: K-6 Elementary Education	CORE 100 – Context of Culture EDU 232 – Foundations of American Education EDU 620, Education in Society EDU 650, Master's Thesis EDU 651, Master's Thesis	PE	FT

Beth Marr	Education	Ph.D., Reading Education Teaching License: K-6 Elementary Education, Reading	EDU 300, Introduction to Language Arts EDU 400, Communication Skills in the Elementary School EDU 401, Pre-service Practicum EDU 676, Clinical Applications of the Reading Process	CK, CP, PE	FT
Jennifer Olson	Education	Ph.D., Elementary Education /Teacher Education Teaching License: K-6 Elementary Education, Reading	EDU 255, Literature for Children and Early Adolescents EDU 450 – Reading in the Content Area EDU 490, Observation and Directed Student Teaching	CP, PE	FT
Wetonah Rice Parker	Education	Ed.D., Curriculum and Instruction, Teaching License: Science, Curriculum & Instruction Specialist, Exceptional Children, Educational Administration	EDU 234, Educational Psychology EDU 241, Introduction to Instructional Media EDU 440, Seminar in Education EDU 467, Secondary School EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDU 651, Master's Thesis	PE	FT
Susan Roberts	Education	Ph.D, Education Teaching License: Exceptional Children, Curriculum & Instruction Specialist, Elementary Education, Middle Grades Mathematics	EDU 232 – Foundations of American Education EDU 350, Teaching in the Middle School EDU 440, Seminar in Education EDU 490, Observation & Directed Teaching	PE	FT
Julie Schrock	Education	Ph.D. Educational Psychology, Teaching License: K-6 – Elementary, Middle Grades Language Arts	EDU 234, Educational Psychology EDU 466, Pre-Adolescent/Adolescent EDU 490, Observation and Directed Teaching EDU 650, Master's Thesis EDI 651, Master's Thesis	PE	FT
Manley Midgett	Education	M.Ed, Science Education Teaching License: Science, Curriculum & Instruction	EDU 359 – Science in the Elementary School	CP	PT

Kimberly Bush	Tenure-Track Health, Exercise and Sports Science	Ph.D. Sport and Exercise Education/Pedagogy Teaching License: Physical Education	ESS 255 Motor Development ESS 743 Teaching Physical Education in the Elementary School ESS 746 Teaching Physical Education for Individuals with Special Needs EDU 490 Observation and Directed Teaching Physical Education Activity	CK CP PE	FT
Melinda Campbell	Tenured Exercise and Sports Science	Ph.D. Physical Education Teacher Education Teaching License: Physical Education 9-12 English	ESS 200 Foundations of Physical Education, Sport, and Fitness ESS 300 Issues and Management of Sport, Physical Education, and Fitness ESS 745 Teaching Physical Education in the Middle and High School Settings ESS 460 Senior Seminar EDU 440 Education Seminar EDU 490 Observation and Directed Teaching Physical Education Activity	CK CP PE	FT
Marie Chamblee	Tenured Health, Exercise and Sports Science Dean of Education, Health, and Human Sciences	Ph.D. Curriculum and Instruction Teaching License: Physical Education Mathematics	ESS 320 ESS 475	CK	FT
Chris Eschbach	Tenured Health, Exercise and Sports Science	Ph.D. Exercise Physiology	ESS 482 ESS 485/487 Physical Education Activity	CK	FT
Susan Drury-Rohner	Health, Exercise and Sports Science	M.S. Physical Education and Kinesiology/Adult Wellness	ESS 220 ESS 310 HED 100 Physical Education Activity	CK	FT
Sharon Malley	Health, Exercise and Sports Science	M.S. Athletic Training	HED 100 HED 200 Physical Education Activity	CK	FT

Jackie Myers	Health, Exercise and Sports Science Athletics Director	M.S. Physical Education	Physical Education Activity	CK	FT
Scott Wray	Health, Exercise and Sports Science Aquatics Director	M.S. Sports Science Emphasis in Aquatic Administration and Instruction	HED 200 Physical Education Activity	CK	FT
David Zinn	Health, Exercise and Sports Science	M.S. Human Performance and Sports Studies M.A. Secondary Education	Physical Education Activity	CK	FT
John Mecham	Department of Biology Department Chair	Ph.D. Zoology	BIO 322/342 Anatomy and Physiology A&P Laboratory	CK	FT
Cynthia Edwards	Department of Psychology	Ph.D. Developmental Psychology	PSY 210 Developmental Psychology	CK	FT
Lori Brown	Department of Sociology	Ph.D. Sociology	SOC 335 Race and Ethnic Relations	CK	FT

Program Standard 5A Faculty Assignment

One appropriately specialized faculty member, full time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, deliver the level(s) offered; e.g., Undergraduate, master's doctorate. The use of adjunct faculty does not detract from the quality of the program.

1. Identify the individual responsible for coordinating the program. Describe the role(s) of this individual including teaching responsibilities in the program.

Nine full-time faculty teach in the department of Health, Exercise and Sports Science. Of the nine faculty teaching in the department, 4 have their doctorates and all have expertise in the areas that they teach. The other five(5) have master level degrees and have extensive experience in their field. In any one year, 6-10 adjunct faculty members teach physical education activity courses.

Required classes outside the department that are compulsory for the major are taught by faculty with doctorates. (BIO 322/342; PSY 210/310; SOC 335; EDU 232; EDU 234; EDU 241)
The department offers a Bachelor of Science in the area of Exercise and Sports Science. All traditional physical education licensure students will obtain a degree in one of two concentrations. The faculty members who teach in the departments teach required courses or electives for the K-12 Physical Education license.

The person responsible for coordinating the physical education program is Dr. Melinda Campbell, Department Head for Health, Exercise, and Sports Science, a faculty member since 1992, and who

is licensed to teach K-12 physical education and 9-12 English. She meets with interested students and responds to inquiries regarding the following items.

- Evaluating transcripts and coordinating with the School of Education on admissions and requirements for licensure
- Advising and monitoring students in the content/licensure area
- Maintaining communication and connections with state and national leaders in the area of education within the specialty area
- Collaborating with the Director of Teacher Education Programs on curriculum and student issues
- Coordinating with the Director of Teacher Education necessary changes in the program
- Coordinating with Director of Teacher Education placements for field experiences and/or student teaching
- Promoting and marketing the program within the department and throughout the College
- Remaining current in the area of specialization and education
- Supervising and evaluating student teachers in the content/licensure area
- Informing the content area department of recommendations/changes in program/licensure requirements
- Gathering evidence/writing the accreditation report with assistance from the Director of Teacher Education

2. Describe teaching practices used by faculty. This should include instructional strategies, including technology. How does the teaching reflect the conceptual framework and current best practices in the field?

Classes in Exercise and Sports science vary with regard to instructional strategies. For example, Exercise Physiology (ESS 485/487), Motor Learning (ESS 475), and Assessment(ESS 320) all have a required laboratory component requiring student engagement. Culminating courses like Senior Seminar (ESS 460) requires students to integrate their internship experiences and participate in open forum discussions. Courses like Contemporary Health Issues (HED 100) and Issues and Management (ESS 300) focus on instructional strategies such as cooperative learning to evoke class discussion and debate on content areas of each course. The physical education methods courses primarily include a combination of reflective inquiry, peer and group work, as well as field and laboratory work mixed with lecture and student presentations. Generally, the classes in the Exercise and Sports Science major physical education concentration are taught using a combination of inquiry, group work, field and laboratory work, powerpoint presentations, mini-lectures, question/answer, student presentations, and demonstrations. All classrooms are permanently equipped with a portable console, laptop hook-ups, and data projectors. Field specific technology is provided and stored in the Human Performance Laboratory including specialized equipment for Exercise Physiology, Kinesiology, Motor Learning, and Assessment. All syllabi for courses in the program are available for review.

Teaching is taken seriously at Meredith College (Faculty Role Model). Every year, the College awards the Pauline Davis Perry Award for Excellence in Teaching, with a monetary award, demonstrates the institution's commitment to good teaching.

3. Describe Faculty Scholarship.

Faculty in the Departments of Health, Exercise and Sports Science demonstrate scholarship in a variety of ways including a range of publications, including curriculum materials, conference presentations, grant work, and international travel. In addition, they demonstrate leadership in

professional organizations and in their field. Faculty scholarship can be reviewed under faculty vitae.

4. Describe content pedagogy and professional education faculty service to the institution, collaboration with and service to the public schools, and service to the profession.

Service to the College and to the department is an integral part of the responsibilities of all faculty at Meredith College. Often this involves collaboration with colleagues in all the disciplines on campus. Committee work, such as Faculty and Academic Council, Teacher Education Committee, search committees, department programs, curricular and program reviews, mentoring, serving on advisory groups and task forces are important service roles expected of all faculty.

Service to the schools is an area expected of all teacher education faculty. Department of Health, Exercise and Sports Science pedagogy faculty can be found working throughout the academic year in various capacities in community agencies and public school settings as well as with state and national associations affiliated and interested in improving physical education teaching. Professional developments in the teaching of physical education, in research projects, and in ways to effectively integrate technology use in the field are examples of recent faculty involvement in continued learning opportunities.

Faculty in teacher education and the physical education have contributed to the profession in various ways. A review of Exercise and Sport Science faculty professional involvement and faculty professional development plans are available for review.

Service by the Department of Education to the Institution, Public Schools and Profession

The Department of Education serves the College, public schools, and the profession in many ways.

The Department of Education collaborate with colleagues in the disciplines. Some examples of this collaboration are:

- Drs. Jane Gleason and Ellen Graden have presented workshops during the 2006-2007 school year on Mathematics Instruction and English Language Learners.
- The SCALE grant promoting literacy and service involves two departments within the School of Education, Health and Human Sciences. The grant focuses on embedding service-learning into teacher education coursework.
- Two faculty members, one in education, one in music collaborated to provide curriculum to the North Carolina Symphony. The Symphony members visited 4th grade classrooms and conducted lessons that enhanced/enriched writing for those students.

The following table represents work with the public schools provided by the members of the Department of Education during the 2006-2007 school year.

Faculty	Description of Service	Service Recipient
Manley Midgett – adjunct faculty	Project Manager for the Northeast Math Science Project	NC 9-12 Science Teachers
Monica McKinney	Board member and MotherRead volunteer	Maureen Joy Charter School Durham, NC
Susan Roberts	ILT Support for our Partner Schools (workshops held on campus)	ILTs in partner schools, mentors, principals, and recent graduates from our program

Toni Parker	Wake Education Partnership-Wake Task Force on Teaching Excellence Steering Committee – 2006-07 Richard Jenrette Teaching Excellence Award Committee-Broughton High School – 2006-07	Wake County Public Schools

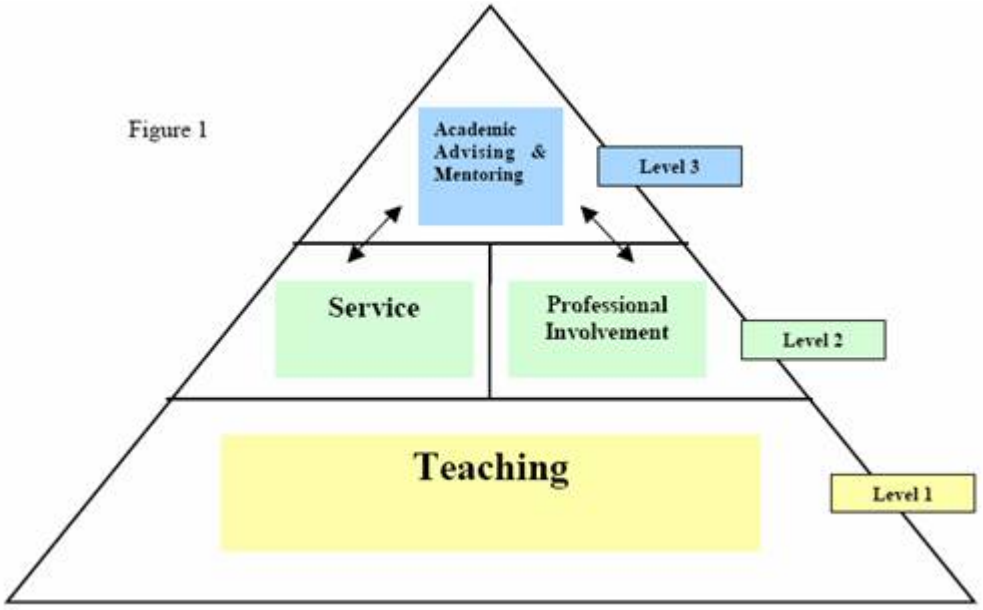
The faculty members in the Department of Education are very involved in the education profession as demonstrated by the information below:

Faculty	Description of Service	Service Recipient
Toni Parker	State Evaluation Committee Member (2004-2008)	NC Teacher Education Program Approval Process
Toni Parker	NCATE Liaison and program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Monica McKinney	Program reviewer (2005-2007)	NC Teacher Education Program Approval Process
Ellen Graden	Taught high school English, and provided professional development for English teachers in Taipei, Taiwan. (Fall -06)	Chinese students learning English in Taipei, and teachers of those course
Jane Gleason	Coordinated and hosted the Fourth Biennial National / First International Cognitively Guided Instruction in Mathematics conference in March.	
Julie Schrock	National Board Support Group	Teachers who are in process of National Board Certification
Jennifer Olson	External Reviewer for Belmont Abbey College (2007)	The BAC Education Department- in preparation for a SACs review
Beth Weir (2005-2006) and Jennifer Olson	Children's Choice Project (2005-2007)	K-6 classrooms and Children's Book Council

5. Describe the faculty evaluation process.

Full time teaching faculty at Meredith College are evaluated annually in accordance with the Faculty Role Model. The criteria for evaluation include teaching, academic advising and mentoring, service and professional involvement. Part time faculty are evaluated in the area of teaching. The criteria for evaluation are divided into three levels of priority (See Figure 1). All criteria are considered in evaluating faculty.

Figure 1



As reflected by the role model, teaching is central to the College's mission. With the exception of teaching, faculty roles may shift emphasis in a given year by mutual agreement of the faculty members and the department head and/or Dean. The designation of role priorities for the upcoming year is a part of the professional development plan of the faculty member. The priorities may be changed during the academic year by mutual agreement of the faculty member, department head and Dean. A faculty member is not expected to be accomplished in all the indicators in order to fully meet a faculty role criterion. Consequently, the list of indicators under each role is neither a set of requirements, nor an exhaustive list of expectations. However, department may add specificity to the criteria for evaluation designated in the role model, as long as the specifications do not alter the framework of the role model.

According to the Meredith College *Faculty Handbook*, the faculty member should reflect at the end of each academic year, and design a professional development plan. The *Faculty Handbook* describes each area of the Faculty Role Model, and reflects the philosophy at Meredith College that teaching is at the heart of the College's mission.

Student evaluations are administered at the end of every semester. Each full time faculty member is responsible for an annual report and a report on professional accomplishments. Guidelines for these reports are outlined in the Faculty Handbook, section 3.2.6. The department chair prepares an annual evaluation of each faculty member. The evaluation includes relevant information such as a teaching observation, any observations conducted by peers, and student evaluations. This report is submitted to the Dean. All faculty members, tenured or non-tenured are observed by members of the department as part of the faculty role model.

6. Describe how faculty assess their own effectiveness as related to candidate performance.

Faculty distribute course and instructor evaluations for every course every semester. The evaluations are given to the Vice President for Academic Programs, assessed, and the results are returned to the department chair and the faculty member. In addition, all faculty, tenured and non-tenured have peer observations. These evaluations become a part of the faculty members file for

tenure/promotion. Evaluations of supervisors of the student internship, including the narrative comments, are given to the department chair, director of teacher education, and the supervisor.

7. Describe how faculty evaluations inform teaching, scholarship, and service.

Faculty at Meredith College annually evaluate their teaching, scholarship, and service, and document their activities through an annual and professional activities report. The annual report serves as a self evaluation, and is correlated to the faculty role model. The self evaluation includes a:

- Description of teaching responsibilities, activities, and accomplishments. Self evaluation and reflections by the faculty should include strong points and challenges, as well as any actions taken or revisions planned based on student, supervisor, peer, or self evaluations.
- Description of activities related to advising and mentoring. The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Description of service responsibilities, activities, and accomplishments.The self-evaluation and reflections by the faculty members needs to address progress toward or fulfillment of advising/mentoring responsibilities.
- Summary of professional involvement. The self evaluation and reflection needs to include supporting documentation, and professional reviews.

A professional development plan is designed by the faculty member that articulates current and long range goals in all areas of the faculty role model, and presents strategies for the accomplishment of these goals, specifically for the upcoming year. A prioritization of the criteria for evaluation for the upcoming year is a part of the plan, with a minimum of a 3-year window.

8. Describe the professional development opportunities provided for faculty.

Many development opportunities are provided for faculty at Meredith College.

- Conversations with Colleagues are held once a month on Mondays at the 10:00 hour. Conversations are viewed as an opportunity for faculty to gather to discuss topics that address faculty concerns such as: assessment, teaching and studying abroad, workload study and life balance, and tenure, promotion, and retirement. At the beginning the academic year, faculty are asked for topics of importance.
- Faculty Symposia are an opportunity for faculty to share their professional and scholarly work.
- Technology Services offers workshops and seminars on software programs, such as *Access, Digital Locker, Empliant Survey, Windows Media Player*
- Professional Development Time gives faculty the opportunity to apply for one semester release from a course to carry out research, writing, and other professional development projects.
- Sabbaticals are awarded every year to a maximum of six faculty members who have completed at least six years of full-time teaching.
- The College supports travel by providing summer study grants. Grants have been awarded for expenses such as tuition, travel, and individual study.
- Technology Faculty Development Grants provide faculty with technology funds to support the innovative use of technology in instruction and scholarly work.
- All faculty are given a specific amount of funding for travel to conferences; however, the Dean of individual schools have faculty development funds that can be sued to assist in this travel.
- Meredith Aboard offers faculty an opportunity to teach and travel to Italy, England, and Switzerland, as well as Bolivia and China.

9. Describe practices to select, orient, communicate with, and evaluate adjunct faculty to ensure program quality.

Adjuncts in teacher education and physical education are usually long term, especially in the Department of Education. The adjunct faculty in physical education usually teach specific physical activity courses, and do not teach any methods courses. Adjunct teaching faculty in the Department of Education have been teaching in the program for more than 10 years, and the adjunct supervisors are characteristically in the K-6 program. The chair of the department meets with adjunct faculty at least twice an academic year, no matter how long they have been a part of our program.

Adjunct faculty are assigned a shared office and a mailbox, and are mentored by the chair of the department.

Program Standard 5 Links-Xythos	
Curriculum Vitae Exercise and Sports Science Faculty Education Faculty	Course Syllabi – ESS Course Syllabi - Education

STANDARD 6: PROGRAM GOVERNANCE AND RESOURCES

Standard 6: Program Governance and Resources

The program has leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

1. Describe where the program is administratively housed and its relationship to the unit. Describe how this organization structure provides for the leadership for and the oversight of the program.

The physical education licensure program is housed in the Department of Health, Exercise and Sports Science. The program coordinator is the Department Head, Dr. Melinda Campbell, who is licensed in physical education and a former public school physical education teacher. The program coordinator works with faculty in her department on all curricular aspects of the program related to the content area. As coordinator of the physical education program, Dr. Campbell is responsible for the assisting with aspects of the program related to professional coursework and field and practicum experiences in consultation with other methods faculty. Dr. Campbell serves on the Teacher Education Committee, and confers with the faculty in the Department of Health, Exercise, and Sports Science on a regular basis.

The Director of Teacher Education has multiple responsibilities for the licensure programs on campus. Those responsibilities include responsibility for the program and curricula of the K-6, 6-9, 9-12, and K-12 programs at the baccalaureate level. The professional core, courses taken by all students seeking licensure, program changes, and communication with public school personnel in regards to the field placements, including internships for 6-9, 9-12, and K-12 students, are the responsibility of the director.

The chair of the Department of Education has responsibility for the overall administration of all licensure programs, and the main vehicle for communication and collaboration is the Teacher Education Committee, along with the normal College structure for curriculum proposals and approval. The Chair or her designee is the licensure officer for the College in its relationship with the North Carolina Department of Public Instruction.

2. Describe the adequacy of the number of faculty to support the program.

Students in the K-12 physical education licensure program are taught education courses by the faculty in the Department of Education with the exception of the Education Seminar which is taught by Dr. Melinda Campbell. All have teaching experience. Content methods courses are taught only by licensed physical education professors including Dr. Melinda Campbell and Dr. Kimberly Bush. All courses required for the physical education concentration are taught by full time personnel. Only some physical education activity courses are taught by adjuncts.

(Table 6.1)

	Full time	Adjunct
Exercise and Sports Science	9	6-10 (varies based on need)

The student teaching internship is directed by Dr. Wetonah Rice Parker, Director of Teacher Education, and field supervision is the collaborative responsibility of Dr. Parker and the methods professors, Dr. Melinda Campbell and Dr. Kimberly Bush.

The Education Department includes 9 full-time faculty members and 10 part time faculty/supervisors.

3. **Describe the adequacy of the non-faculty personnel that support the program. This should include graduate assistants.**

There are no graduate assistants at Meredith College. The Departments of Exercise and Sports Science and the Department of Education each have a full time departmental assistant, whose responsibilities lie with those individual departments, and student workers. The Exercise and Sports Science Department departmental assistant is Peggy Ross and supports the department head with budget preparation, inventory control, paperwork and related materials needed for operation of the department and coordination of the physical education licensure. There are generally 2-3 student workers hired each year in the Department of Exercise and Sports Science. Paperwork and related materials for the Department of Education are handled by Sharon Jones, departmental assistant in the department. The Education Department is supported by two full time staff positions and up to three student worker positions.

4. **Describe the facilities in which the program is housed and their adequacy. The response should include office and meeting space.**

- Most courses in the physical education licensure program are taught in the Weatherspoon Annex building (temporary trailers next to the gymnasium) and Weatherspoon Gymnasium facilities (i.e. movement lab, classroom, pool, etc). Biology courses are taught in the new Science Mathematics Building (SMB) which opened in January, 2003. Occasionally and if needed, theory courses are taught in newly renovated Martin Hall where the Dean of the School of Education, Health, and Human Sciences office is held. The offices of the Department Head and faculty in the Exercise and Sports Science departments are housed in Weatherspoon Annex and Weatherspoon Gymnasium.

List of facility spaces in Weatherspoon Building
General Features:

- Gymnasium (1)
  - Renovated floor, lighting, and ceiling
  - Electronic pull-out bleachers on one-half seating approximately 500
  - Total Non-athletic Event Occupancy – 1440
  - Storage (5)
  - Sound room
  - Court lines for volleyball, basketball, and badminton
  - 4 Basketball goals
  - Blackboard for instruction
  - Bulletin Board
  - Access – 2 outdoor/2 indoor
  - Courses utililzing gymnasium space
    - Badminton
    - Volleyball
    - Basketball
    - Pilates
    - Yoga
    - Muscle, Strength, and Stretch
    - Aerobics
    - Cross Training
    - Kickboxing
    - Tae Kwon Do

        - Karate
        - Fencing
        - Folk Dancing
        - Assessment Lab, elementary physical education, indoor backup for outdoor activity classes
        - Varsity athletics practices and games
- Classroom (1)
- Movement Lab/Classroom (1)
- Dance Studio (1)
- Locker room for general populations and visiting athletic teams (1)
- Locker rooms for faculty/staff (3: Two women and 1 men)
- Athletic Training Room
- Fitness Center (1)
- Swimming Pool (6 lanes)
- Kitchen
- HESS office space (10) – the office spaces in Weatherspoon gym are primarily devoted to dance and athletics
- Storage
    - Fitness Equipment room
    - Badminton Closet
    - Golf Closet
    - Fencing Closet
    - Archery Closet
    - Workroom (1)
    - Outdoor temporary sheds for storage (3 dedicated for HESS program)
    - Outdoor temporary sheds shared with athletics (tennis, softball, soccer)
    - Elementary Equipment Closets located in gymnasium

Strengths of Weatherspoon gymnasium facility

- Coordination of facility use by facility liaison
- Services large number of students each day
- Wireless access

Weaknesses of Weatherspoon gymnasium facility

- Acoustics
- Space
- Wear and tear is significant yearly
- Limited locker room access
- No easy access for public events
- Parking
- Does not meet needs of athletic program or expansion of HESS programs
- Non-existent campus recreation use due to insufficient space/time
- Storage
- Multiple court lines – poor visibility for PED activity classes
- Safety concerns due to lack of buffering space
- Workroom space inadequate and storage spaces run-down and cramped

List of facility spaces in Weatherspoon Annex (trailers)

- Classroom (1)
- Human Performance Lab (1)
- ESS majors Computer Lab(1)

- ESS majors lounge (1)
- HESS office spaces including department head office (4)
- Departmental assistant office space (1)
- Restroom facilities (3 – 1 male/2 female)

Strengths

- Separate and dedicated space for departmental academic areas/needs
- Human performance laboratory dedicated space
- Generally quiet space to work
- Separate HVAC from rest of college
- Wireless access

Weaknesses

- Temporary status of trailers
- Separation from other colleagues in the department
- Wear and tear of facility
- Grounds upkeep

List of outdoor venues

- Archery range (space for 6 targets) and horseshoe pits (6)
- Six tennis courts
- Softball field
- Soccer field
- Golf driving range and putting green

NEW FACILITY PLANS

A preliminary new facility program statement (see evidence file) has been prepared by the Department of Health, Exercise, and Sports Science and submitted to the President of Meredith College. The improvement of facilities in the areas of Exercise and Sports science, athletics, physical education, and student recreation are a priority for the College. Outdoor venues as well as a new facility are part of the College master plan and a focal point for consideration this year.

(Table 6.2)

Technology Available	Weatherpoon Annex and Weatherspoon Gymnasium Room
Portable Data projectors, VCR, DVD, wireless capability	All Classrooms
Whiteboards	All classrooms
Exercise and Sports Science dedicated computer laboratory	Weatherspoon Annex Computer Lab
Human Performance Laboratory Equipment	Weatherspoon Annex HP Lab
Motor Learning Laboratory Equipment	Weatherspoon Annex HP Lab
Assessment Laboratory Equipment	Weatherspoon Annex HP Lab

The Department of Education is housed in Ledford Building that was opened in January 1995. All faculty have individual offices, small and large classrooms, a curriculum center, and small conference areas. The department shares the building with the departments of Psychology and Sociology and Social Work. Even though the majority of the classroom on the 2nd and ground floors are used by the faculty and students in education, they are shared space with the other two departments. In addition, there is an Autism Program, sponsored by the Department of Psychology, housed on the ground floor.

(Table 6.3)

Technology Available	Ledford Building
Television, VCR, overhead projector, screen, whiteboard, wireless capability	All classrooms
Data projector, VCR, DVD player	Portable - 2-3 for floors 1, 2, 3

Being that Meredith College is a laptop campus, all classrooms are wireless. There are computer labs in Ledford and campus wide for students; however, all full time students and all full-time faculty as well as adjuncts teaching theory classes at Meredith have laptop computers.

5. Describe the library resources that support the program and their adequacy. This should include library resources and curricular materials.

Library and instructional resources are available for purchase through departmental budgets. Funds for departments with licensure programs are available through the library from the Department of Education. Budgets are adequate to support the needs of the natural sciences and the Department of Education.

The Carlyle Campbell Library provides extensive resources to support the Meredith community, including our education licensure students and graduate education students.

Library Collections

The library collection includes over 190,000 volumes. Education materials are located in two places within the collection—in the Dewey Decimal classification 370-379 (with 5,968 volumes), and in the Curriculum Materials Center. The Curriculum Materials Center on the ground floor of the library includes all textbooks approved for K-12 use in the state of North Carolina (8,636 volumes) and a large collection of literature for children and young adults (5,394 volumes). More than 1 out of every 5 items in these collections has been checked out in the last three years. The library also owns over 7,500 videos, laserdiscs and DVDs. This collection is heavily used by student interns. The music library includes a substantial pedagogy collection, along with over 8,000 scores and 2,500 CDs.

Materials are added to the library collection in a variety of ways. Each academic department appoints a faculty member as library liaison to manage the portion of the library acquisitions budget directly allocated to the department. For the Department of Education, the amount allocated for this fiscal year is $2,147.00. In addition to funds directly allocated to each department, the library supports purchases through an approval plan. Faculty members from each academic department assisted the library's Head of Technical Services in creating a profile that described the types of materials that would support the Meredith curriculum. Books fitting that profile are sent to the library where they are available for review by faculty and librarians. Books deemed appropriate for the collection are retained. In this manner, the library acquired 54 books in the education field last year. In addition, the library has a supplemental budget for the

acquisition of materials at the graduate level to support the College's graduate programs. In FY2005/2006, the library spent $14,787.31 on library materials in the field of education, adding 2,358 volumes to the collection. Upper division and graduate students conducting advanced research will occasionally need resources outside the scope of the library's acquisitions program. For these researchers, the Library provides Interlibrary Loan (ILL) services and the ability to borrow books directly from North Carolina State University. ILL services are provided at no charge to graduate students. Charges for undergraduates begin only after the student has made her 10th ILL photocopy request in a particular semester. There are no charges for borrowing books through ILL.

Online databases and periodical subscriptions

The library subscribes to over 100 databases for our students in a variety of disciplines (including ERIC). Many include access to the full text of resources indexed in them. The library directly subscribes to 2,289 journals in print and electronic form. Academic departments are surveyed annually to determine the appropriateness of current subscriptions and the need for new subscriptions. Through the online databases, direct subscriptions, and access to free resources across the Internet, the Library staff has identified 1,217 titles with a focus on education issues for our students. Some of the most heavily used education periodicals include:

American School Board Journal
Art Education
Child Development
Childhood Education
Education Week
Educational Leadership
Language Arts
Phi Delta Kappan
Reading Teacher
School Arts
Times Educational Supplement

A summary of library holdings specific to Exercise and Sports Science majors is available for review.

Library Services and Support

The Carlyle Campbell Library is open 102 hours per week—until 1am Sunday through Thursday nights. The library website organizes information, services, and resources available to the Meredith community online. The Information Desk is staffed by Reference Librarians and Reference Department Student Assistants 77 hours per week. In addition to coming to the information desk for assistance, students may also schedule time with a librarian to work on appropriate avenues for conducting research on a topic.

6. Describe the technology resources that support the program and their adequacy.

Meredith College is a laptop campus. All faculty have a laptop computer, printer, APC powerstrip, security cable, and a carrying case. The laptop comes preloaded with the Microsoft Office Suite, antivirus software, and other programs that may be content specific. Technology Services is readily available for technical assistance to support faculty, staff, and candidates in meeting their teaching/learning goals. Computer labs are available to candidates in three buildings on campus, Ledford, SMB, and Harris. In addition, EDU 241, Introduction to Instructional Media

is taught in SMB where data projectors are mounted in the ceiling, and may be connected to the provided desktop or the faculty/student laptop.

There is a field specific computer laboratory dedicated for use by Exercise and Sport Science majors. Software specific to the Exercise and Sports Science (i.e. Polar HR monitor; ADAM, Dartfish, other video editing software, SPSS) is loaded on the lab computers as well as the standard college load.

7. Describe the adequacy of the fiscal resources that support the program.

Travel allocations from the College operating budget are made to each academic department in the amount of $500 per full time faculty member. Deans support conference presentations with additional funding. Faculty in exercise and sports science and education have full access to duplication through the Copy Services and copy machines in the individual buildings. The Department of Exercise and Sports Sciences operates with an adequate budget to support the needs of the department. A supply budget line is provided to handle expendables in the department. A sports supply budget line and an equipment budget line is also provided. Fees are collected on some physical education activity courses and the monies are utilized to support expenses for those particular elected courses (i.e. bowling, golf, first aid, martial arts, ice skating, lifeguarding, WSI). An endowed maintenance account is also utilized to help support the needs of the Weatherspoon facilities. The Human Performance Lab is self-sustaining and profits provide additional opportunities to support equipment demands of the department.

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission o the institution.

1. Describe institutional and program policies and practices related to faculty loads, including student teaching supervision.

Workload Policies. Faculty members are expected to teach 21 credit hours per year (fall and spring semesters), with the average undergraduate course being three credit hours. In departments with graduate programs, faculty receive 4.5 hours of credit for graduate courses with enrollments equal to or greater than ten. In making teaching assignments, the department head considers such criteria as the number of preparations and total number of students taught. At the undergraduate level, research courses accumulate with a value of 1/9 credit per student and at the graduate level, masters theses (EDU 650, 651, 800) accumulate with a value of 2/3 credit per thesis. Faculty are compensated monetarily for teaching in any of the summer sessions offered by the college. In addition to teaching, the faculty role model adopted in 2003 includes academic advising and mentoring, service, and professional involvement. The role model is prioritized by the faculty member in consultation with the department head each year. Teaching always occupies the highest level of priority but the prioritization of the other areas is flexible. Sometimes faculty members assume special duties or administrative positions that require a reduction in the teaching load. Such reductions require approval from the department head and the Dean.

Supervisory responsibilities in student teaching are considered in load assignments. Each student intern counts as a 0.67 semester hour, so that 5 student teachers would be equivalent to one 3-hour course. Supervisors for the middle/secondary/K-12 licensure areas are usually full time faculty. The Department of Education has student interns in the schools during fall and spring semesters; therefore, meetings are held semi-annually for supervisors and cooperating teachers. College supervisors from the Department of Education are required to observe each student teacher for a minimum of 4 times, with their cohort supervisor in the content area, observing a minimum of twice. Problems in student teaching require more hours of observation and conversation both with the student intern and the cooperating teacher. The *Student Internship Handbook* explains the policies problems in student teaching, removal from the program, and possible return.

All area high schools are on block schedule, with 90-100 minute periods, and supervisors are to observe the entire class period. At the midpoint of the student internship experience, college supervisors, cooperating teachers, and student interns complete a midterm evaluation using the *Teacher Candidate Evaluation Rubric* (TCER), which includes information on knowledge, skills, and dispositions. Also, the technology portion of the professional portfolio is due for its first formal evaluation. Supervisors, cooperating teachers, and student interns have midterm conference. At the conclusion of the internship, all supervisors, cooperating teachers, and student interns have a final conference and the complete final evaluations, each completing his/her own, using the TCER again. At the final conference, the professional portfolio, which reflects on the internship experience and with the satisfactorily completed technology requirements, is required.

2. Provide a chart summarizing faculty teaching, advisement, and committee loads by semester for the year of record and the preceding year. The chart should include the same faculty included in the chart for Standards 5 and 5A.

(Table 6.5)

Fall 2006				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology EDU 401 Mathematics in the Elementary School EDU 651 – Master's Thesis	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School EDU 745 – Introduction to Methods of ESL EDU 641 – Methods of Teaching ESL EDU 651 – Master's Thesis	Director, Graduate Program	Graduate Advisory Committee	Education
Linda Hubbard	EDU 232 – Foundations in American Education	6	Teacher Education, Dean's Council, Teaching Fellows Advisory	Education
Beth Marr	EDU 255 – Literature for Children and Early Adolescents EDU 300 – Introduction to Language Arts EDU 400 - Communication Skills in the Elementary School	None	None	Education
Monica McKinney	EDU 232 – Foundations of American Education CORE 100 – The Context of Culture; EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson	EDU 255 – Literature for	None	None	Education

	Children and Early Adolescents EDU 450 – Reading in the Content Area			

Wetonah Rice Parker	EDU 440 – Seminar in Education EDU 467 – Secondary School EDU 490 Observation and Directed Teaching EDU 651 – Master's Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts	EDU 440 – Seminar in Education EDU 232 – Foundations in American Education EDU 490 – Observation and Directed Teaching	None	None	Education
Julie Schrock	EDU 234 – Educational Psychology EDU 466 – Preadolescents/ Adolescent Behavior EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education
Melinda Campbell	ESS 210 Selected Sports ESS 745 Teaching Physical Education in the Middle and Secondary School PED 152 Folk and Square Dance	18 Licensure only advisor Transfer majors K-12 concentration majors	Department Chair Teacher Education Committee Chair Departmental Search Committee (Pedagogy)	Exercise and Sports Science
Marie Chamblee	ESS 475-Motor Learning	4	Dean of the School of Health, Exercise and Sports Science	Exercise and Sports Science
Chris Eschbach	ESS 482 Kinesiology	12	Library Committee Chair	Exercise and Sports Science

	ESS 499 Research PED 124 Strength Training PED 128 Walk, Jog, Run (2 sections)	ESS major advisor for health and wellness concentration General education advisor	Chair Departmental Search Committee (Health and Wellness positions) Human Performance Lab Director	
Jackie Myers	PED 141 Badminton (2 sections) PED 143 Golf (2 sections) PED 164 Volleyball PED 146 Beginning Tennis PED 246 Intermediate Tennis		Athletics Director Academic Council representative for department	Exercise and Sports Science and the Division of College Programs
Sharon Malley	HED 100 Contemporary Health Issues HED 200 Responding to Emergencies PED 125 Aquatic Fitness	2 ESS majors-health and wellness concentration 2 ESS minors	Athletic Trainer Service Learning Advisory Committee Health and Safety Committee Health Issues Week Committee	Exercise and Sports Science
Rich Rairigh(no longer with the institution) ESS courses now taught by Dr. Kim Bush as well as select physical activity courses.	ESS 746 Teaching Physical education for Individuals with Special Needs ESS 742 Teaching Healthful Living in the Elementary School PED 127 Conditioning PED 143 Golf (3 sections) PED 146 Beginning Tennis	Freshman and sophomore undeclared majors 1 ESS major	Departmental Assessment Committee	HESS

	PED 942 Lacrosse			
Scott Wray	HED 200 Responding to Emergencies PED 110 Beginning Swimming PED 140 Archery PED 210 Intermediate Swimming PED 313 Aqua Angels PED 113 Beginning Synchronized Swimming PED 940 Aquatic Activities	7 General Education undeclared students	Aquatics Director Synchronized Swimming Aqua Angels Coach Fitness Center/Lifeguard Supervisor Departmental Search Committee Member for Health and Wellness Committee Departmental Search Committee Member for Pedagogy	HESS
David Zinn	PED 124 Strength Training PED 127 (2 sections) Conditioning PED 142/242 Beginning and Intermediate Bowling PED 146 Beginning Tennis	14	Departmental Search Committee Member (Health and Wellness) Basketball Coach	HESS
Spring 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology EDU 401 Mathematics in the Elementary School EDU 490 – Observation & Directed Teaching	None	Tenure and Promotion, Co-Chair	Education
Ellen Graden	EDU 445 ESL in the Elementary School EDU 745 – Introduction to Methods of ESL	Director, Graduate Program	Graduate Advisory Committee	Education

	EDU 641 – Methods of Teaching ESL EDU 651 – Master's Thesis			
Linda Hubbard	CORE 100 – The Context of Culture	6		Education
Beth Marr	EDU 300 – Introduction to Language Arts EDU 400 - Communication Skills in the Elementary School EDU 676-Clinical Application of the Reading Process	None	None	Education
Monica McKinney	EDU 232 – Foundations of American Education CORE 100 – The Context of Culture EDU 651- Master's Thesis	10	Teacher Education, General Education, Faculty Council	Education
Jennifer Olson	EDU 255 – Literature for Children and Early Adolescents EDU 450 – Reading in the Content Area EDU 490 – Observation & Directed Teaching	None	None	Education

Wetonah Rice Parker	EDU 440 – Seminar in Education EDU 467 – Secondary School EDU 490 – Observation and Directed Teaching EDU 651 – Master's Thesis	10	Teacher Education, Teaching Fellows, Tenure and Promotion,	Education
Susan Roberts	EDU 440 – Seminar	None	None	Education

	in Education EDU 232 – Foundations in American Education EDU 490 – Observation and Directed Teaching			
Julie Schrock	EDU 234 – Educational Psychology EDU 466 – Preadolescents/ Adolescent Behavior EDU 490 – Observation and Directed Teaching	10	Academic Council, General Education	Education
Melinda Campbell	ESS 200 Foundations ESS 460 Senior Seminar EDU 440 Education Seminar EDU 490 Directed Student Teaching PED 142/242 Beginning and Intermediate Bowling PED 143 Beginning Golf PED940 Direct Independent Student Studies/Research (no credit)	18 Licensure only advisor Transfer ESS majors K-12 concentration majors	Department Head Teacher Education Committee Transfer Student advisor	HESS
Marie Chamblee	No assigned classes	4	Dean of School of Education, Health and Human Sciences	HESS/School
Chris Eschbach	ESS 485/487 Exercise Physiology/Lab HED 220 Fitness and Wellness PED 124 Strength Training PED 128 Walk, Jog,		Departmental Assessment Coordinator Human Performance Lab Director	HESS

	Run ESS 450/451 Practicum/Internships			
Sharon Malley	HED 100 Contemporary Health Issues HED 200 Responding to Emergencies HED 282 Prevention and Care PED 125 Aquatic Fitness	2 ESS majors 1 ESS minor	Athletic Training Clinical Site Coordinator for athletic trainer interns from UNC-Chapel Hill	HESS
Jackie Myers	PED 141 (3 sections) Badminton PED 143 (2 sections) Golf PED 146 Tennis	General Education undeclared major advisor (7-9)	Athletics Director Academic Council Representative	HESS
Rich Rairigh (no longer with the institution) ESS courses to be taught by Dr. Kim Bush – new faculty	ESS 255 Motor Development ESS 742 Teaching Healthful Living in the Elementary School PED 124 Strength Training PED 128 (2 sections) Walk, Jog, Run PED 143 Beginning Golf	General Education Undeclared student advisor (5) 2 declared ESS majors	Departmental Assessment Committee	HESS
Scott Wray	PED 110 Beginning Swimming PED 310 Advanced Swimming PED 311 Lifeguarding PED 313 Aqua Angels Performance Team	General Education undeclared student advisor (7-9 students)	Aquatics Director Fitness Center/Lifeguard Supervisor	HESS
David Zinn	PED 124 Strength Training PED 127	General Education undeclared student	Basketball Coach	HESS

	Conditioning PED 146 (3 sections) Beginning Tennis PED 128 Walk, Jog Run	advisor (7-9 students)		
Summer 2007				
Name	Teaching Load	Advisement	Committees	Department
Jane Gleason	EDU 234 – Educational Psychology	none	none	Education
Ellen Graden	EDU 645 – Culture & the Language Teacher	none	none	Education
Beth Marr	EDU 677 – Teaching Writing K-12	none	none	
Wetonah Rice Parker	EDU 241 – Introduction to Instructional Media EDU 605 – Design & Evaluation of Instructional Materials	none	none	Education
Richard Rairigh	ESS 742 Teaching Healthful Living in the Elementary School PED 146 Beginning Tennis	none	none	Exercise and Sports Science
Chris Eschbach	PED 124 Strength Training HED 200 First Aid	none	none	Exercise and Sports Science
Sharon Malley	PED 125 Aquatic Fitness	none	none	Exercise and Sports Science
Kim Bush	PED 127 Conditioning	none	none	Exercise and Sports Science

Program Standard 6 Links	
Curriculum Vitae ESS Currículum Vitae – Education	Course Syllabi – ESS Course Syllabi - Education Handbooks
Library Resources for Exercise and Sport Science	Inventories of Human Performance Lab Equipment