

Program Report for the Preparation of Health Educators American Alliance for Health, Physical Education, Recreation, & Dance/American Association for Health Education (AAHPERD/AAHE)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

Prairie View A&M University

2. State

Texas

3. Date submitted

MM DD YYYY

01 / 29 / 2008

4. Report Preparer's Information:

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6. Name of institution's program

Health and Human Performance

7. NCATE Category

Health and Physical Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

All Levels

(1) e.g. Early Childhood; Elementary K-6

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?

- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Examination for the Certification of Educators in Texas (TExES)-Health EC-12

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

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

- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of AAHPERD/AAHE standards. (Response limited to 4,000 characters)

Guiding principles exist at the institution level, as defined by the traditions of the Prairie View A & M University mission that has firmly established it is dedicated to excellence in teaching, research and service. Prairie View is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities---both rural and urban. Further, Prairie View is committed to advanced education and expanding offerings to include multiple doctoral programs.

Closely aligned with the mission of the university, the Whitlowe R. Green College of Education's Conceptual Framework, which promotes candidate orientation to its educational model Educator as a Facilitator of Learning for Diverse Populations (E-FOLD-P), is infused in the curriculum of the Department of Health and Human Performance (HUPF). The E-FOLD-P supports the major goals of the teacher education Unit and constitutes a commitment of the Unit and the HUPF Department to develop and prepare candidates: (1) as problem solvers, (2) critical thinkers, and decision makers; (3) as reflective and continual learners who utilize effective teaching practices; (4) as facilitators of student growth and development, by precept and example; and (5) as educators with understanding and appreciation of human diversity and global awareness. The E-FOLD-P also represents the Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students.

The HUPF Department's policies are naturally aligned with the purposes of preparing high quality educators. The HUPF Department establishes and maintains expectations for excellence through the criteria of admission, grading and retention policies, and general academic rigor. Further, the mission of the University, the Unit and the conceptual framework emphasize the importance of meeting the needs of individual learners and enhancing learning experiences through context and learning experiences. In preparing candidates to teach children, the HUPF program outcomes target teacher competence, individualization, student achievement, and teacher dispositions of problem solving, critical thinking, being reflective, student growth, and development and human diversity.

In addition to institutional influences, the Texas State Board for Educator Certification (SBEC) established guidelines to provide direction for the development of professional educators through various policies which include: required scores on the TASP test which is part of the Texas Academic Skills Program mandated by the Texas Legislature and is designed to determine whether students

possess the basic skills in reading, writing, and mathematics necessary for success in university courses; required reading courses; required mathematics courses; required curriculum and instruction courses; and required major content area courses.

In addition to the institutional influences, The Texas State Board of Educator Certification (SBEC) requires every person seeking educator certification to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator is highly qualified for an entry-level position in the Texas Public Schools. The Texas Examinations of Educator Standards (TExES) program serves this purpose. The Texas Educator Standards, based on the Texas Essential Knowledge and Skills (TEKS), form the foundation for the TExES tests. The development of the tests was a collaborative process involving Texas classroom teachers and other Texas educators, educator preparation program faculty, the State Board for Educator Certification (SBEC), and National Evaluation Systems, Inc. (NES). To ensure the quality and ri

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Teacher Education and Teacher Certification require a planned sequence of field experiences in elementary school and secondary school classrooms. Student teaching will encompass the regular school day for a full semester. For students seeking additional certification in a specialization, the student will complete half the semester in the specialization and half at the EC-level.

The field and clinical experiences are supervised by qualified professionals. Applied coursework is guided by regular faculty. Practicum are arranged and supervised collaboratively and on-site by a full-time coordinator/teacher education mentor who has been recommended by the school administrator.

Requiring field-based learning experiences during the program is challenging since most students already work. The HUPF department is carefully devising a system by which the benefits of providing developmental, field-based learning opportunities with minimal school and student disruption. Candidates may use their student population guided projects to conduct formal assessments; develop IEPs; develop content-enhanced lesson plans; design accessible instructional units and develop parent/colleague resources; participate in collaborative processes; and use technology to enhance planning and instruction. To help candidates plan in advance, the HUPF department provides information and guidance program planning and required advising meetings. Candidates are required to undergo various types of assessments to ensure the program adequately prepares the candidates.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Candidates in the teacher education program are assessed at these four benchmarks and provided remediation if they do not meet the requirements. A summary of criteria admission, retention and exiting the program are shown in Attachment 2.1 under question seven.

Different sets of information about the teacher education candidates and their performance from various phases of the teacher education programs are used to make decisions about candidates at these transition points. These include candidates' grades, which is a reflection of their performance in their courses, their GPA, which is a reflection of their overall performance and evaluations that reflect their knowledge and dispositions.

4. Description of the relationship ⁽²⁾ of the program to the unit's conceptual framework.

(Response limited to 4,000 characters)

The conceptual framework of the Whitlowe R. Green College of Education Conceptual Framework provides the underlying principles for the Educational Administration Program. Like that of the larger unit, focus is upon the “Educator as Facilitator of Learning for Diverse Populations” E-FOLD-P. The framework consists of the following four major goals undergirded by technology: (1) Problem Solving, Critical Thinking and Decision Making; (2) Reflective and Continual Learning; (3) Student Growth and Development; and (4) Human Diversity and Global Awareness which are incorporated in course syllabi throughout the College. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning.

The central focus of all programs in the COE is the candidate and his/her development into a capable and confident professional who can affect student learning in the EC-12 school setting. This development is represented by the triad of preparation, professionalism and performance and is supported by the greater Prairie View A & M University (PVAMU Teacher Advisory Board, which is made up of 27 different school districts). In order to meet the challenges and needs of the 21st century, the PVAMU Teacher Advisory Board expects all candidates be lifelong learners, problem solvers, communicators, users of technology and committed to diversity. The following visual representation of the Whitlowe R. Green COE Conceptual Framework is used continuously to assess the curriculum, instruction and assessment components for the program. A visual representation of the Whitlowe R. Green COE conceptual framework is included as attachment 4.1 under question seven.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system⁽³⁾. (Response limited to 4,000 characters)

The Prairie View Teacher Education Unit Assessment System is aligned to the unit's conceptual framework (CF), to state and professional standards. It is designed to measure and evaluate candidate knowledge, skills, and dispositions. The Assessment System operates at two distinct levels, one on programs, the other on the unit. In program-level assessment, data on candidate performance and relevant operations, disaggregated by program, are reviewed in order (a) to make decisions and provide feedback to individual candidates on program progress as well as (b) in the aggregate, to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data, aggregated across programs, to examine unit effectiveness and guide unit improvement.

The assessment system is designed to collect data through its Data Management System (DMS). The data management system is overseen by the Office of Accreditation, Assessment and Data Management (OAADM) which has a full time director and staff. Data from candidate performance assessments, post-program assessments (e.g., graduate and employer surveys, state tests) and unit operation's measures are channeled through the Data Management System (DMS) and coordinated by the OAADM in conjunction with the assessment coordinator for the unit. TrueOutcomes:

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

The Unit Assessment Committee (UAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the UAS specifies that each unit program (initial and advanced), through its

PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is that it specify at least four transition points across the program: (1) program admission, (2) admission to clinical practice/internship, (3) exit from clinical practice, and (4) program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and summary reports generated for PCs to review and make potential recommendations.

An electronic Data Management System, TrueOutcomes is in place starting Fall 2007, across the university. TrueOutcomes allows candidates to keep a record of artifacts, the courses they have completed, and plan future courses to help them meet their career goals. The information stored in the candidates' portfolio can be used to create a resume. Administrators and instructors have access to real-time information and statistics to track students' progress and achievement, which allows instructors and advisers to monitor candidates progress, and provide remediation if needed.

(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Attachment 6.1.doc

See **Attachments** panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Table 2.doc	Attachment 4.1.doc
attachment 5.1.doc	Conceptual Framework

See **Attachments** panel below.

8. Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Health and Human Performance		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾

2004-2005	13 (+/-)	0
2005-2006	10 (+/-)	0
2006-2007	21 (+/-)	2

(4) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

9. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Clay, Christopher
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Ed. Ldrshp., Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Cyrus, Trevia
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Physical Ed., Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	M.Ed. in Physical Ed., Prairie View A & M University
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Texas Association for Health, Physical Education, Recreation and Dance Ethnic Minorities Section-Chair Elect/ Texas Association for Health, Physical Education, Recreation and Dance Presentation regarding Minority Youth and Obesity
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Clinical supervision of EC-12 Physical Education majors, inservice training for faculty for PE, PE licensure

Faculty Member Name	Foster, Dwayne
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Sports Administration, Northwestern State University
Assignment: Indicate the role	

of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Fowlkes, Douglas
Highest Degree, Field, & University ⁽⁵⁾	M.S. in Physical Education, Texas Southern University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Gilliard, Clifton
Highest Degree, Field, & University ⁽⁵⁾	M.S. in Physical Education, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Jacket, Barbara
Highest Degree, Field, &	

University ⁽⁵⁾	M.S. in Physical Education, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Johnson, Albert
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Physical Education, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Martin, Queen
Highest Degree, Field, & University ⁽⁵⁾	DPH in Public Health, University of Texas
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Texas Association for Health, Physical Education, Recreation and Dance Ethnic Minorities Section-Chair Elect/ Texas Association for Health, Physical Education, Recreation and Dance Presentation regarding Minority Youth and Obesity
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Mayes, John
Highest Degree, Field, & University ⁽⁵⁾	M.S., ATC, LAT in Physical Education, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Moses, Aquantina
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Physical Education, Prairie View A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

Faculty Member Name	Price, Jim
Highest Degree, Field, & University ⁽⁵⁾	M.S. in Counseling, Prairie A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ :List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-	

12 schools ⁽¹¹⁾	
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Faculty Member Name	Williams, Angela
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Counseling, Prairie A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Clinical supervision of EC-12 Physical Education majors, in-service training for faculty for PE, PE licensure

Faculty Member Name	Williams, Lana
Highest Degree, Field, & University ⁽⁵⁾	M.Ed. in Counseling, Prairie A & M University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Faculty
Faculty Rank ⁽⁷⁾	Instructor
Tenure Track	€ YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the AAHPERD/AAHE standards. All programs must provide a minimum of six assessments. If your

state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

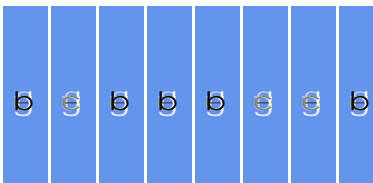
Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required) (15)	Texas Examination of Educator Standards (TEXES) Pedagogy & Professional Standards State Content Examination	State of Texas Licensure Examination	After successfully completing all course work before entering student teaching
Assessment #2: Content knowledge in health education (required)	Educator Standards (TEXES) -- Health EC-12 Licensure Content Examination	State of Texas Licensure Examination Domain Scores	After successfully completing all course work before entering student teaching
Assessment #3: Candidate ability to plan instruction (required)	Unit Plan	Comprehensive Unit Plan (curriculum development)	CUIN 4113 Instructional Methodology and Classroom Management
Assessment #4: Student teaching (required)	Professional Development and Appraisal System	Professional Development Survey	Mid-point and end point of student teaching experience
Assessment #5: Candidate effect on student learning (required)	Cooperating Teacher's Assessment	Evaluation of candidate performance	CUIN 4826 Student Teaching
Assessment #6: Additional assessment that addresses AAHPERD/AAHE standards (required)	Admission to Teacher Education Program	Texas Higher Education Assessment (THEA) ScoresCore requirements, GPA, College of Education Requirements	Prior to taking any professional education courses
Assessment #7: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Professional Electronic Portfolio	Comprehensive Electronic Portfolio of learning experiences and resources maintained in True Outcomes	During 3000 and 4000 level professional education courses
Assessment #8: Additional assessment that addresses AAHPERD/AAHE standards (optional)	Needs Assessments and Disposition Assessment	Structured Interviews data collection, and report (project) Disposition and Advisor Survey	HUPF 4073 ADMIN. Managt, of HUPF Programs Disposition Survey administered at the beginning each semester

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student

theories of health education. Candidates predict the impact of societal value systems on health education programs. Candidates select a variety of communication methods and techniques in providing health information. Candidates foster communication between health care providers and consumers.



SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE's unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
 - (a) the assessment tool or description of the assignment;
 - (b) the scoring guide for the assessment; and
 - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be available

1. State licensure tests or professional examinations of content knowledge. AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. If your state does not require licensure tests or professional examinations in the content area, another assessment must be presented to document candidate attainment of content knowledge. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment Description

See **Attachments** panel below.

2. Assessment of content knowledge in health education. AAHPERD/AAHE standards addressed in this assessment could include but are not limited to Standards 1 and 2. . Examples of assessments include comprehensive examinations; GPAs or grades; content major; written interpersonal/presentational tasks; capstone projects or research reports; and other portfolio tasks. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 2.doc

See **Attachments** panel below.

(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(17) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 3.doc

See **Attachments** panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, 5, and 6. The appropriate assessment is the evaluation of student teaching, the internship other clinical experiences. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 4.doc

See **Attachments** panel below.

5. Assessment that demonstrates candidate effects on student learning. AAHPERD/AAHE standards that could be addressed in this assessment include but are not limited to Standards 3, 4, and 5. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 5.doc

See **Attachments** panel below.

6. Additional assessment that addresses AAHPERD/AAHE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 6.doc

See **Attachments** panel below.

7. Additional assessment that addresses AAHPERD/AAHE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 7.doc

See **Attachments** panel below.

8. Additional assessment that addresses AAHPERD/AAHE standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment 8.doc

disposition.doc

See **Attachments** panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The target has not changed for the program area. The methods by which candidates acquire knowledge, demonstrate skills, and document their impact on candidate learning continuously evolve. As a result, the data may also routinely evolve. This is accomplished by revising courses, projects, and especially, assessments and begins to reflect anew on the implementation of the program's improvement.

Content Knowledge: The Program area has multiple mechanisms to gauge the success of the candidates in the program. The multiple assessments identified in the previous section IV (See Chart of Program Assessments). As noted earlier in the assessment section, the program area has a rich variety of assessments to maximize success of the program. The program area uses the information obtained from the aforementioned assessments to adjust the content emphasis in the major courses. The program also correlates the candidate's GPAs, course projects, instructional planning and other assessments to candidates that score high rating on the PDAS.

The program area has regular meetings to discuss program issues, including course delivery sequences, candidate content acquisition, and improved delivery mechanisms. The program faculty discusses results on assessments, completer follow-up data, and program exit-data obtained from candidates. As a result of the data obtained from former candidates, the faculty in the program area is participating in on-going professional development activities to dialogue about strengths and weaknesses in the program. This dialogue has led to the development of the program area's employment satisfaction survey to find out how the principal rates the quality of the candidates graduating from the program area.

During the academic dialogue, it has been determined that a more rigorous attempt has to be made to link the content of the courses and applied projects so that the candidates are better prepared for independent/mastery levels. This was achieved by articulating more clearly the direct linkages between expectations in courses and skills in practicums or student teaching through several methods. As a result of professional discussions, the program is modifying the course syllabi. The faculty participated in more focused discussions in class. The initial advising process has been modified. The courses have been reviewed for project alignment to standards and rubrics have been developed.

The content-based portfolio would assist candidates in maintaining and using key projects and artifacts from their courses throughout the program and would be a functional way for candidates to reference the key knowledge surrounding the field experience performance goals. The portfolio has the potential to assist advisors and the practicum coordinators in individualizing practicum programming. The compilation of the candidate's work, accompanied with completed scoring rubrics and instructor feedback, would provide a comprehensive overview of candidate knowledge and performance throughout the program. It is anticipated that the program will implement the programmatic changes and guidance and begin requiring candidates to assemble and maintain the content-based portfolio with the implementation of a procedural review at the completion of all coursework, prior to student teaching.

While the program is quite high with respect to assessment tools for content knowledge, the program

area will continue to identify specific areas and methods for enhancing candidate's knowledge in health education.

Professional and Pedagogical Knowledge, skills, and dispositions: The process established by NCATE has helped the program area to better focus on targeted assessment of health education standards. All of the assessments are aligned with the specific specialized professional organization of AAHE. Identification of specific items that might score below mastery for a particular candidate would prompt the program area to increase emphasis in relevant course work to improve the outcomes of the future candidates.

Similarly, the program area can now examine the individual skills through projects, performance assessments, and the practicum performance/field experiences of the candidates. The evaluation of specific skills across the variety of standards led the program to programmatic improvement and thus increasing the pass rate of the candidates by the program area. Candidates are also being exposed to performance standards infusing technology into their lesson/unit plans. Candidates are routinely exposed to stimuli-rich class room environments and are required to infuse technology into their respective projects. For faculty members that are not up-to-date in using technology, the Unit has a Center for Teaching Excellence which allows faculty to go to be trained on using technology in the classroom.

Our review of the data has indicated that our students are performing well in some disposition areas, including professional practice and work habits. In the future, the program area will be addressing dispositions which are interested in assessing self-initiative and independence, critical thinking skills, tact and judgment as well as intellectual curiosity.

Student Learning: The performance data that has been collected in student teaching and field experiences led to recent improvements in candidates' ability to document student learning. Although students' scores are high in their field experiences, the program needs to obtain more data on candidate's behavior and reflection on activities such as peer teaching exercises. The candidates are video-taped and are required to review their tapes to identify strengths and weaknesses and areas for improvement.

The program area has also identified rubrics to assess and help students to routinely identify strengths and weaknesses and areas for improvement. The program area currently implementing these guidelines for the first time and have not collected data at this time.

The program has provided only a few examples above of the ways in which the health education faculty utilize assessment data for program improvement, including the enhancement of candidates' knowledge, demonstration of professional and pedagogical knowledge, skills and dispositions, and ability to affect student learning. The faculty at Prairie View A & M University are committed to continuous program improvement processes which is data-driven and recursively assessed.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.