

# An Analysis of Physical Education and Health Education Teacher Education Programs in the United States

Phillip Ward,<sup>1</sup> Won Seok Chey,<sup>1</sup> Insook Kim,<sup>2</sup> Emi Tsuda,<sup>3</sup> Bomna Ko,<sup>4</sup> Dena Deglau,<sup>1</sup> and Kyuili Cho<sup>3</sup>

<sup>1</sup>The Ohio State University, Columbus, OH, USA; <sup>2</sup>Kent State University, Kent, OH, USA; <sup>3</sup>West Virginia University, Morgantown, WV, USA;  
<sup>4</sup>East Carolina University, Greenville, NC, USA

**Purpose:** There is little known about the state of teacher education programs in this field. The aim of this article is to provide a descriptive analysis of physical education and health education teacher education programs in the United States. **Method:** Using published curriculums, a census of active undergraduate teacher education programs and a more in-depth analysis of one program from each state based on interviews with program coordinators was conducted. **Findings:** Data are reported across nine categories: (a) institution and program classifications, (b) degree designations, (c) degree and major's hours, (d) enrollment, (e) program status and trends, (f) admission and graduation requirements, (g) curricular time, (h) faculty demographics, and (i) health education. **Conclusions:** The data show that there is a broad interpretation of what counts as physical and health teacher education in terms of curriculum, and there are significant and pressing challenges for the field to address moving forward.

**Keywords:** teacher education curricula, preservice teachers, teacher educators, program demographics

There are longstanding criticisms of the effectiveness of teacher education programs (Korthagen, 2010; Stevenson et al., 2020; von Hippel & Bellows, 2018). Most significant among these criticisms is increasing evidence that teacher education is failing to prepare teachers for the complexities of teaching in PK-12 schools (Stevenson et al., 2020; von Hippel & Bellows, 2018). This has led to calls for change in the way teacher education programs are conducted (Darling-Hammond, 2021; Flores, 2016; Korthagen, 2010). Changes include moving away from both classroom-based learning about teaching in favor of more experiential learning and disciplinary coursework that is not aligned with what preservice teachers (PSTs) need to know to teach in schools (Ball & Forzani, 2009; Hammerness et al., 2005). Another change is strengthening PST's ability to apply their professional knowledge in different contexts (i.e., adaptive teaching; Ball & Forzani, 2009; Hammerness et al., 2005).

Similarly, in physical education, there have been calls for: (a) the use of core practices that define what teachers need to know (Ward, 2020); (b) increased use of scenario teaching, peer teaching, and field-based experiences (Ward et al., 2022); and (c) a focus on improving the adaptive competence of PSTs (e.g., Xie et al., 2021, 2022). There have also been calls for greater alignment between coursework and what teachers actually do as teachers.

These types of critiques are not limited to the various disciplinary knowledge bases in the curriculum, but the critiques can also be focused on specific teacher education classes such as pedagogy and content classes. For example, Kim et al. (2015) reported in their study of Physical Education Teacher Education (PETE) programs that the content knowledge that teachers are to teach in PK-12 physical education represented only 10.4% (range

4%–17%) of the total credit hours of the published undergraduate curriculum. A number of studies have assessed the health-related fitness knowledge and movement content knowledge of preservice and practicing teachers and these studies have shown that understanding of the content to be taught is around 60% as measured on knowledge tests (e.g., Santiago & Morrow, 2021; Tsuda et al., 2019; Ward et al., 2018). All of these studies are consistent with evidence from classroom research that teacher education is not as effective as it should be (Darling-Hammond, 2021; Stevenson et al., 2020; von Hippel & Bellows, 2018).

At present, PETE is occurring in a time that is post-COVID-19 which, among other things, has accelerated the use of virtual education in PETE and increased the mental health stress of teacher educators and PSTs, along with PK-12 teachers and students (Erwin et al., 2021). PETE is also occurring in a time when program closures are increasingly reported more frequently and when enrollment numbers in many programs are reducing (Ward et al., 2021). Third, PETE is occurring in a time of unprecedented teacher shortages (Sutcher et al., 2019). A recent Society of Health and Physical Educators (SHAPE) America report noted:

Consider three of the country's largest states: Florida, New York and California. In Florida, the Department of Education (2017) reported that the percentage of total courses taught in physical education by teachers not certified in the discipline statewide for 2014–15 was 58%. The New York City comptroller reported that of 1,700 public schools, 506 (32%) schools lacked a licensed physical education teacher, actions which violate the state's requirements for physical education (Stringer, 2015). In a survey of 200 California school districts, 12% of the districts ( $n = 24$ ) reported shortages of physical education teachers (Podolsky & Sutcher, 2016). (Society of Health and Physical Educators [SHAPE] America and the National Association for Kinesiology in Higher Education [NAKHE], 2018, p. 2)

Yet we know little about PETE in the United States beyond a few studies and summary reports such as the one above. Metzler and Freedman (1985) examined the demographics of PETE faculty

Chey <https://orcid.org/0000-0003-5457-5276>

Kim <https://orcid.org/0000-0002-0563-2394>

Tsuda <https://orcid.org/0000-0002-2488-9313>

Ko <https://orcid.org/0000-0002-9383-9344>

Cho <https://orcid.org/0000-0003-4885-4470>

Ward (Ward.1164@osu.edu) is corresponding author, <https://orcid.org/0000-0002-7447-3594>

# Teacher Education Programs In The United States A Guide

**Ian Menter**



## **Teacher Education Programs In The United States A Guide:**

**Teacher Education Programs in the United States**, 2004 The National Center for Education Statistics has predicted that some 2.4 million new teachers will be needed by 2008-09 because of teacher attrition and retirement and increased student enrollment. The projections indicate the importance of offering information to prospective students and their counselors who are interested in entering teacher education programs. For this reason, the ACE Praeger Series on Higher Education, with the participation of the AACTE American Association of Colleges for Teacher Education, has provided the most up-to-date and comprehensive information available on teacher education programs in U.S. colleges and universities. Projections by the National Center for Education Statistics indicating a large and growing need for new teachers later in this decade make it clear that offering information to prospective teacher education students and their counselors is a very important service to the field of education. ACE, with the participation of the American Association of Colleges for Teacher Education, has produced the most comprehensive directory in this area. Arranged by state and then alphabetically by institution, the information is the result of data collected both by questionnaire and by additional research online and from the National Center for Education Statistics from over 800 teacher education programs across the country. In addition to all of the basic information about the undergraduate programs, including certification, admission requirements, institution, and program descriptions, licensure, financial information, and financial aid, the directory offers information for those programs that offer graduate degrees in teacher education.

**Guidelines for Teacher Education Programs in Distributive Education** Mary Virginia Marks, John Appleton Beaumont, United States. Office of Education, 1962      Monthly Catalog of United States Government Publications, Cumulative Index United States. Superintendent of Documents, 1979      Monthly Catalog of United States Government Publications United States. Superintendent of Documents, 1989      **Monthly Catalog of United States Government Publications**,      **The Essential Career Guide to Becoming a Middle and High**

**School Teacher** Robert W. Maloy, Irving Seidman, 1999-09-30 Throughout the country, a growing number of college students, recent college graduates, and mid-career adults are thinking about becoming teachers. Teaching in middle and high schools combines a lifelong pursuit of learning, a long-held dream of joining a field that they respect, a chance to work with young people, and an opportunity to make a difference in society. The Essential Career Guide to Becoming a Middle and High School Teacher offers a step-by-step guide to preparation, certification, and employment as a teacher. It provides guidance about issues and choices facing prospective educators, including making the decision to teach, assessing the differences between middle schools and high schools, identifying an excellent teacher education program, understanding alternative pathways to certification, taking state-mandated teacher tests, succeeding as a student teacher, and finding a first job in the profession. A complete state-by-state listing of programs, including current U.S. News & World Report Top Fifty rankings and certification requirements, rounds out this valuable guide.

**The Oxford Handbook of Preservice Music Teacher Education in the**

**United States** Colleen Marie Conway,Kristen Pellegrino,Ann Marie Stanley,Chad West,2020 The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre K 12 music education **Resources in Education** ,1994 Occupational Outlook Handbook, 2002-2003 United States. Department of Labor,2002 This book is an up to date resource for career information giving details on all major jobs in the United States

**Handbook of Research on Field-Based Teacher Education** Hodges, Thomas E.,Baum, Angela C.,2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design **Occupational Outlook Handbook, 2002-03** U. S. Department of Labor, Bureau of Labor Statistics Staff,United States. Bureau of Labor Statistics,2002-04

**Handbook of Research on Service-Learning Initiatives in Teacher Education Programs** Meidl, Tynisha D.,Sulentic Dowell, Margaret-Mary,2018-03-09 Teacher education programs serve traditional and non traditional students and develop teachers to enter a range of teaching environments Approaching teacher education through community involvement and learning objectives helps to effectively prepare teachers to serve local and community needs The Handbook of Research on Service Learning Initiatives in Teacher Education Programs provides emerging research on the methods and techniques for educators to strengthen their knowledge regarding the intersection of service learning and field placements While highlighting topics such as cultural competency teacher development and multicultural education this book explores the benefits challenges and opportunities for employing community service as the driving framework for field experiences This publication is a vital resource for practitioners educators faculty and administrators seeking current research on the opportunity of field involvement to enhance teacher candidates experiences and provide a channel for meaningful learning Handbook of Research on Teacher Education Marilyn

Cochran-Smith,Sharon Feiman-Nemser,John McIntyre,Kelly E. Demers,2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and

providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What's the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who's in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit [www.ate1.org](http://www.ate1.org)

**Evaluating Teacher Education Programs through Performance-Based Assessments** Polly, Drew, 2016-02-10 Performance based assessments have become a critical component of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education

**The Palgrave Handbook of Teacher Education Research** Ian Menter, 2023-03-24 This handbook presents a timeless comprehensive and up to date resource covering major issues in the field of teacher education research In a global landscape where migration inequality climate change political upheavals and strife continue to be broadly manifest governments and scholars alike are increasingly considering what role education systems can play in achieving stability and managed sustainable economic development With growing awareness that the quality of education is very closely related to the quality of teachers and teaching teacher education has moved into a key position in international debate and discussion This volume brings together transnational perspectives to provide insight and evidence of current policy and practice in the field covering issues such as teacher supply preservice education continuing professional learning leadership development professionalism and identity comparative and policy studies as well as gender equity and social justice

**Handbook of Early Childhood Teacher Education** Leslie J. Couse, Susan L. Recchia, 2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support

for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators     Occupational Outlook Handbook ,2006 Describes 250 occupations which cover approximately 107 million jobs     **Handbook of Research on Teacher Education and Professional Development** Martin, Christie,Polly, Drew,2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and researchers     *The SAGE Handbook of Curriculum and Instruction* JoAnn Phillion,2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key FeaturesOffers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel AinscowKathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode

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