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**Arkansas Association for Health,
Physical Education, Recreation, &
Dance**

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AWARD QUALIFICATIONS

Lifetime Achievement Award

Candidate must meet the following qualifications:

- A. Be at least 30 years of age and have earned a Master's degree or its equivalent.
- B. Have served the profession for at least five years prior to the nomination.
- C. Be a current member of **ArkAHPERD**. Former members who have retired from professional work may be exempt.
- D. Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of our profession in the state of Arkansas.

To indicate leadership or meritorious contributions, the nominator shall present evidence of the nominee's successful experiences in any two of the following categories of service:

- 1. Service to the association.
- 2. Advancement of the profession through leadership of outstanding programs.
- 3. Advancement of the profession through presentation, writings, or research.

Any **ArkAHPERD** member may submit nominations by sending six (6) copies of the candidate's qualifications to Janet Forbess, jforbess@uark.edu.

HIGHER EDUCATOR OF THE YEAR

Candidate must meet the following qualifications:

- A. Have served the profession for at least three years prior to the nomination.
- B. Be a member of **ArkAHPERD**
- C. Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of teaching, research, or service in the state of Arkansas.
- D. Be employed by an institution of higher education in the state of Arkansas.

Any **ArkAHPERD** member may submit nominations by sending a copy of the candidate's qualifications to Agneta Sibrava, asibrava@astate.edu.

TEACHER OF THE YEAR

Teacher awards are presented in the areas of elementary physical education, middle school physical education, secondary physical education, dance, and health.

Candidate must meet the following qualifications:

- A. Have served the profession for at least three years prior to the nomination.
- B. Be a member of AAHPERD & **ArkAHPERD**.
- C. Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of teaching in the state of Arkansas.
- D. Be employed by a public school system in the state of Arkansas.
- E. Have a full time teaching contract, and have a minimum of 60% of their total teaching responsibility in the nominated area.
- F. Have a minimum of five years teaching experience in the nominated area.
- G. Conduct a quality program.
They must submit three letters of recommendation and agree to make complete NASPE application if selected.

Any **ArkAHPERD** member may submit nominations by contacting Bennie Prince, bfprince@ualr.edu.

STUDENT

Scholarships

ArkAHPERD awards four scholarships annually for students majoring in HPERD. They include the Newman McGee, Past President's, Jeff Farris Jr., and John Hosinski scholarships. Students must possess a minimum 2.5 GPA. [See your academic advisor for details.]

Research Award

Research awards of \$100, \$50, and \$25 are awarded to undergraduate and graduate students who are members of **ArkAHPERD**. Students must submit an abstract and a complete paper to Rockie Pederson, rpederson@atu.edu by October 1. Papers selected for the research awards must be presented by the student in an oral or poster format at the November convention.

ArkAHPERD Web Site: <http://www.arkahperd.com>

Message from the President



ArkAHPERD Members,

Greetings from ArkAHPERD. I am honored for the opportunity to serve you as president during the 2015-2016 term. ArkAHPERD is working at the local, district, and national level for you.

ArkAHPERD was strongly represented at the SHAPE America national convention in Minneapolis MN in April where Andy Mooneyhan was elected to the Southern District Leadership Council. Another highlight was the addition of Physical Education as a core subject for the next calendar year, as well as funding sources. Highlights within our state organization we can be proud of are listed below:

- Our membership is strong and continues to grow.
- Our summer workshops continue to reach members throughout the state.
- Collaboration with the American Heart Association through the “Jump and Hoops for Heart” and “Let’s Move” programs to raise funds to help our association.
- Future professionals are active within the organization as new leaders.
- Our state convention is both educational and entertaining - we have our workshops, socials, dinners, and games as times to network with other state professionals.

Step Up is this year’s theme. With recent concerns regarding the state legislature and a possible reduction in required Physical Education, it is time for all of us to ***Step Up*** and defend Physical Education and the future of our children. It is time to ***Step Up*** and show that we not only care about our students and believe in our programs, but that we also know how to help our students improve their health and decrease health disparities related to the obesity epidemic. Now is the time to ***Step Up*** and advocate for quality health and Physical Education. Now is the time to ***Step Up*** and encourage each other, and do our part.

I encourage you to mark your calendars for convention 2016 in Little Rock. It will be a convention to remember! Make a difference – ***Step Up*** and stand up for Physical Education.

Thank you,

Allen Mooneyhan,

PRESIDENT **ArkAHPERD**

ArkAHPERD Board of Directors

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University of Central Arkansas	Future Professional	

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Bennie Prince	Publications	bfprince@ualr.edu
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Peer Reviewed Article

Enhancing Health Status of African American Women: Examination of Peer Modeling in Perceived Future Success

by

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Background

African Americans (AAs) have the highest poverty rates among all racial and ethnic groups (The State of Working America, 2015), which generates health disparities. Health disparities are the avoidable differences in sickness, injury, violence and opportunities by socially disadvantaged populations (CDC, 2008). Discrimination based on gender, sexuality, ethnicity or race, religion etc. have been contributing factors to the concept of health disparities, and affect individuals who have been oppressed both economically and socially.

As a result, health disparities result in lower overall life expectancy, higher death rates, and higher infant mortality rates among this group (CDC, 2008). According to the CDC, in 2009 AAs had the largest death rates from heart disease and stroke in comparison with other ethnic groups. Additionally, obesity in the AA community is prevalent especially in AA females who

have an overall higher obesity prevalence compared with White and Mexican American females (CDC, 2015). Therefore, developing research interventions with African American young women is crucial.

The purpose of this article is to provide a commentary of the literature on an approach utilizing a construct of the Social Cognitive Theory to address improving the health status of young African American women through examination of perceived future success. Specifically, this paper examines peer modeling and its relationship to perceived future success and career goals of young adolescent African American girls and attempts to ascertain if role modeling facilitates future success.

Methods

An analysis of the current literature was conducted to identify the effect role modeling has on future success. The EBSCO Host database was utilized with the following search criteria: “African American” or “Black” and “Adolescents” or “Teenagers” or “Youth” and “Role Model” or “Mentor” and lastly “Career Goals” or “Success.” Articles that were cited within articles with pertinent information were also considered. Based on output from the following search criteria, each article was reviewed to determine if articles were relevant to the research topic. An in depth description of pertinent articles can be found in Table 1.

Table 1. Summary of Interventions Reviewed

Intervention	Participants	Purpose	Duration/ Design	SCT constructs addressed	Methods	Results
1) Clark et al, 2005 Project AIM (Future Selves)	211 AA 7 th graders	Developed to steer adolescents away from risky behavioral choices by offering alternative avenues to defining themselves as adults- through business cards, resumes, peer discussions and interviews (on desired occupation).	AIM is a 10-session curriculum based on the theory of possible selves. Surveys on sexual activity were conducted prior to intervention, 19 weeks after baseline, and 1 year after the intervention.	Environment, outcome expectations, reinforcement, intentions, self-efficacy, expectancies, behavioral skills, barriers and opportunities, knowledge.	Participants received either the AIM intervention or a standard health education control curriculum. Class exercises encouraged students to articulate a possible future self-identity and to develop self-promotion skills.	After 19 week follow-up: Students who received the intervention showed decreased intention to engage in sex and increased abstinence compared with students not receiving the intervention. After 1 year follow-up: Male participants maintained the significant abstinence effect.
2) Stoddard et al, 2011 Thinking about the Future as a Way to Succeed in the Present.	681 AA youth in HS	Examine the relationship between future orientation and violent behaviors across the HS adolescence.	10 yr. Longitudinal study of mid adolescence (HS) to young adulthood.	Expectations, outcome expectations, self-efficacy, knowledge, reinforcement and behavior skills.	Face-to-face 60 min interviews. After interview, participants completed self-administered questionnaire about alcohol and substance use, sexual behavior and other sensitive information.	Higher levels of future orientation are associated with less violent behaviors over time. Therefore, less future orientation interventions put youth at higher risk for violence, imprisonment, injury and death.

Intervention	Participants	Purpose	Duration/ Design	SCT constructs addressed	Methods	Results
3) McMahon et al, Social Support & Neighborhood Stressors Among AA Youth	82-130 youth in 6 th -8 th grade from Chicago Public Schools	Aimed to understand the relations between chronic neighborhood stressors, social support, and self-worth.	Data collected (via surveys) fall/spring of one academic year. Cross-sectional and longitudinal study.	Environment, self-efficacy, observational learning, social support.	Survey measures on neighborhood disadvantage, social networks, social support from parents, teachers, classmates and close friends and self-worth.	AA youth identified many different people as providing support. Most listed female members of their families (mothers, grandmothers etc. as support providers). Studies found friends influence self-worth at present (informational and tangible), whereas parents influence self-worth longitudinally (emotional). Teachers influence students (informational).
4) Bryant et al 2003, Role Models and Psychosocial Outcomes Among AA Adolescents	679 AA 9 th graders in a Michigan Public School	Examined how having parents as role models- compared to siblings, extended family members, or no one- may protect youth from engaging in risky behavior and promote psychological resiliency and school success.	Closed-ended, face-to-face interviews were conducted with students in school during school hours by trained interviewers.	Self-efficacy, observational learning, knowledge.	Asked youth to identify the one male and one female figure they look up to (Role model). Youth also asked to indicate their father and mother's occupation (SES). Alcohol & marijuana use were measured (problem behavior).	Study supports the notion that having adult role models, particularly within the family, is associated with the health and well-being of urban AA adolescents.

Intervention	Participants	Purpose	Duration/ Design	SCT constructs addressed	Methods	Results
5) Cristina et al. 2015 Parental Support in Adolescents' Career Development	94 Italian Adolescents & 188 parents	Aimed to understand the relationship between both parents' and children's perceptions of parental support and adolescents' career development.	Adolescents participated in a variety of school-based guidance activities, organized by their HS (aimed at future career planning) and were given questionnaires to complete. Parents were mailed surveys.	Self-efficacy, outcome expectations, observational learning, social support	Adolescents responded to 3 questionnaires (a. ideas and attitudes on school/career future b. the career decision-making self-efficacy scale short form and c. the social provision scale.	Parent's perceptions of support predicted their adolescents' perceived parental support. Also, adolescent's perceptions of parental support indirectly predicted career choice through the mediating effect of career self-efficacy.
6) Bolland J. 2003 Hopelessness Survey	2468 AA 9-19 in 12 low-income neighborhoods (Mobile and Prichard AL)	Tests the hopelessness, among adolescents living in high-poverty neighborhoods and showing the prevalence of risk behaviors among youths with low levels of hopelessness compared to those with moderate or severe levels of hopelessness.	11- week period, surveys were administered during the afternoons and early evenings.	Environment, self-efficacy, collective efficacy, outcome expectations, barriers and opportunities, social support	294 MC questions adapted from the hopelessness scale for children	Feelings of hopelessness are associated with virtually every domain of risk behavior, including violence, substance use, sexuality, and accidental injury. 50% of young males and 25% of young females growing up in the Mobile-Prichard inner city do experience high levels of hopelessness. Males experience more severe feelings of hopelessness than females.

Intervention	Participants	Purpose	Duration/ Design	SCT constructs addressed	Methods	Results
7) Rogers et al Career Planning Exploration	631 students 10-12 th grade in private suburban HS in south-east Australia	Identify the most important predictors of the adolescent career development behaviors of career planning and career exploration.	Survey administered 6 months apart. Cross sectional and longitudinal	Self-efficacy, outcome expectations, knowledge.	Scales tapping career planning, career exploration (outcome variables), career decisions self- efficacy, outcome expectations, goals and supports	Relationships between self-efficacy, goals and choice actions were supported across all grade levels. Self-efficacy and career goals were associated with career planning and career exploration.
8) Peterson et al 2007 Rap Videos and the health of young AA adolescents	522 AA female adolescents 14- 18 ys. old	Examined the relationship between perceptions of sexual stereotype portrayal in music videos and health outcomes.	Cross-sectional survey of female adolescents exposure to music videos.	Environment, social support, self-efficacy	Survey consisting of socio-demographic characteristics, video viewing habits, and scale that assessed sexual stereotypes in rap music videos.	Adolescents who viewed more sexual stereotypes were more likely to engage in binge drinking, test positive for marijuana, have a negative body image.

Results

The concept of perceived future success (or future orientation) emerged as a key concept. This defines a person's aspirations, ideas, hopes and outlook on his or her future (Stoddard, 2011). The concept of future success is attainable for some, however, for many individuals this concept can be difficult to fathom in the midst of daily pressures, hopelessness and poverty. An adolescent's expectation about their future is learned at an early age through social interactions, their physical environment and relationships (Lynch 1965; McGee 1984; Piaget 1932; Scotland 1969). Environmental factors such as poverty, income and education make up an individual's socio-economic status and can positively or negatively influence the perceived future success of that individual (Stoddard, 2011). According to Mistry et al, how an adolescent views their families' economic status negatively affects their mental state and as a result their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). Additionally, adolescents who live in low socio-economic neighborhoods may lack the necessary resources to access socially approved outcomes and therefore may experience hopelessness and believe that failure is inevitable (Bolland, 2003).

Role modeling plays an important role in the perceived success of African American girls. This concept states that individuals learn by observing others (observational learning). Role modeling by the media plays a role in perceived future goals and success. What an adolescent observes on TV, social media, music, etc can positively or negatively influence their perception of reality. According to a study conducted by Peterson et al, adolescents who are constantly exposed to sexual material were more likely to have negative body issues, have unplanned teen pregnancies and engage in consumption of alcohol and other drugs (Peterson et al, 2007).

Observational learning by an adolescent's parents, friends and teachers plays a vital role

in the development of perceived future success. In a study conducted by McMahon, researchers found that adolescents named their mothers as their primary sources of modeling and social support. Based on the literature, mothers play more of a role as far as emotional rather than informational support. Other role models included teachers, friends, and other female family members.

Social support was a factor in perceived future success. Subjects in the study named female role models such as grandmothers, and great-grandmothers as providing more emotional, information and tangible support compared to male family members (McMahon et al, 2011). Additionally, the relationship with the adolescent's parents, friends and teachers can also affect the ability of that individual to think about their future. If the individual has a reliable and caring support group around them it can motivate them to think about their future success. Therefore, the type of social support an adolescent has is also a factor that facilitates future success. Table 2 summarizes these ideas.

Table 2. Utilization of Social Cognitive Theory Constructs on Perceived Career Goals of Young Adolescent AA Girls

Cognitive Influences on behavior: personal abilities for processing information, applying knowledge, and changing preferences		
Construct	Definition	Application for Perceived Career Goals for AA adolescents
Self-efficacy	A person's confidence in his or her ability to perform a behavior that leads to an outcome.	Youth's confidence in their ability to achieve success in the future in their chosen career.
Outcome Expectations	Outcomes arise from actions. Outcome expectations are judgments about the likely consequences of actions.	Expected outcomes (either positive or negative) from youth if they achieve success in the future.
Knowledge	Knowledge is an understanding of the health risks and benefits of different health practices and the information necessary to perform a behavior.	Information gained from interventions that provide future orientation to young AA (knowledge of risk and benefits to foster change).

Environmental influences on behavior: physical and social factors in an individual's environment that affect a person's behavior		
Construct	Definition	Application for Perceived Career Goals for AA adolescents
Observational learning	A type of learning in which a person learns new information and behaviors by observing the behaviors of others and the consequences of others' behaviors.	Accomplished by observing an influential role model (such as a parent, peers or celebrity). Methods include interviews, surveys and focus groups.
Social Support	The perception of encouragement and support a person receives from his or her social network.	Interventions that seek to provide information, instrumental, or emotional support to help foster the self-efficacy of AA youth.
Barriers and opportunities	Attributes of the social or physical environment that make behaviors harder or easier to perform.	Interventions that seek to facilitate behavior change by increasing opportunities for AA youth (alternatives such as career development classes)
Supporting behavior factors: actions taken by individuals that can be classified as either health enhancing (leading to improved health or health compromising (leading to poorer health)		
Construct	Definition	Application for Perceived Career Goals for AA adolescents
Behavioral skills	The abilities needed to successfully perform a behavior.	Interventions that require AA youth to develop a skill in order to be successful.
Intentions	The goals of adding new behaviors or modifying existing behaviors, both proximal and distal.	Specific behaviors such as writing or verbalizing goals, setting target dates and activities for skill mastery, and monitoring progress for AA youth that facilitate their perception of their future selves.
Reinforcement and punishment	Behavior can be increased or attenuated through provision or removal of rewards or punishments.	Social rewards and punishments (such as praise, approval, attention, exclusion or ridicule) from peers, family members that can affect the youth's perception of their future selves.

Note. Adapted from Glanz, et al (2015).

Implications

Several implications can be applied to assist in addressing this issue. Firstly, self-efficacy and career goals are associated with career exploration (Rogers et al, 2010). African American girls' personal abilities to process information and apply knowledge will help change their outcomes of perceived future success (Glanz et al, 2015). Secondly, higher levels of future success are associated with less violent behaviors over time (Stoddard et al, 2011). Therefore, this decreases violence, imprisonment, injury and death. Creating alternatives (such as career development classes, or interventions that are geared towards developing a skill) that seek to facilitate behavior change can increase opportunities for AA girls to begin focusing on developing a skill. Thirdly, having adult role models (specifically mother, grandmothers, etc.) is

associated with the health and overall well-being of AA adolescent females.

As evident in the literature, observational learning and social support are key to an adolescent's perceived outcomes. Therefore, creating interventions or programs that include the adolescent girl and mother, teacher and adolescent or finding strong AA mentors that can help guide adolescents will be key in fostering self-efficacy and changing views on adolescents' beliefs that they can be successful. Offering alternative career building opportunities such as: resume building, business cards, interviews, and discussions about the adolescent's chosen field decreases the likelihood of participating in a risky health behavior (Clark et al, 2005). Interventions that require AA youth to develop a skill in order to be successful or help adolescents with writing, verbalizing goals, setting target dates and activities for skill mastery will help guide them in the perception of their future (Clark et al, 2005). Lastly, as previously stated, providing low socioeconomic African American youth access to higher education can begin the process of breaking down barriers to success. As public health professionals we need to utilize multiple approaches to meet this challenge.

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Peer Reviewed Article

Do We Balance Theory and Practice That Is Taught In Our Teacher Preparation Programs?

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INTRODUCTION

One of the core objectives of education is to effectively link theory with practice. Teacher Preparation Programs should create awareness and make sure the information that is retained in teacher candidates' mind comes to the forefront when encountering practical situations where this information may be used (Schon, 1987). This is one of the greatest challenges facing a teacher. The purpose of a teacher preparation program (TPP) may be defined as a structured program that aims at educating a teacher about what to expect and what not to expect within the profession of teaching. Bandura (2003) argues that "The major goal of formal education should be to equip students with the intellectual tools, efficacy beliefs, and intrinsic interest needed to educate themselves in a variety of pursuits throughout their lifetime" (p. 214). This is an assessment of literature relevant to the investigation of the theory practice relationship within a teacher preparation program and its relevancy to worthwhile learning.

According to Lave (1996), the balance of teaching theory and practice is determined by the cognitive development of a person in terms of his or her general competencies as demonstrated within and outside the educational institution. It could be argued that any learning that contributes to the overall shaping of a person's cognitive development for positive

interactions within his or her various spheres of operation are the determinants of what learning is ‘worthwhile learning’ (Lave, 1996). An example of one of the determinants is the different needs and potentialities that exist in each social class. The social position and the different needs affect what is considered worthwhile (Johnson, 1988). This is important when looking at the diverse backgrounds of teacher candidates and acknowledging their needs on what is worthwhile learning within the TPP.

In this assessment of the literature review we are analyzing worthwhile learning in a TPP that influences what teacher candidates will do in the teaching profession. Downie (1990) states in order to qualify as a profession, “an occupation must satisfy the following criteria:

- (1) it must have at least five years of training;
- (2) it must have an appointed body supervising entry qualifications, negotiating pay and conditions of service for its members, and imposing discipline;
- (3) it must have a code of ethics; and
- (4) it must have an annual conference” (p. 148).

These authors would argue that the worthwhile learning imparted in a TPP should have relevancy to the profession (Downie, 1990; Johnson, 1988; Lave, 1996).

The above points demonstrate that professional education may be defined as a body of knowledge that helps a practicing individual connect with that profession as well as learn and put into practice all that is taught during the course of imparting professional education. Professional education, on that count, is responsible for creating the necessary platform for orientation between individuals who have fulfilled the entry criteria for interaction with the body of knowledge called the profession. Hence, this means that the theoretical aspect is utilized by professional education,

so as to prepare the individual for all kinds of real life scenarios in practice (Downie, 1990).

Darling-Hammond and Young (2002) collaborated on a report defining “Highly Qualified Teachers”. This report acknowledged a need to make the teacher preparation programs accountable and to eliminate institutional bureaucratic controls on training teachers. Regarding student achievement, the report reflected that teachers matter. The 2002 study indicated that verbal and subject matter knowledge are related to teacher effectiveness. Teacher preparation programs need to consider these elements when developing the curriculum of training teachers. The Darling-Hammond and Young report concluded that teacher preparation programs need to provide academic challenges and relevant practices for their teacher candidates.

What is the Relationship between Theory and Practice?

It has been alleged that theory and practice need to be married in a better way for relevance in real life professional situations. Various scholars have understood theory as the amalgamation of ideas and the very knowledge base that contributes to the understanding of the practical sphere of the profession (Evetts, 2003; Reich, 1991; Schon, 1987). Higher education TPP claim that they balance the relationship of theory and practice that is taught in a TPP. The knowledge of theory has difficulties acting as the medium through which teacher candidates develop skills that will affect their decisions in the teaching profession (Robson, 1998). This is basically due to the fact that there are wide disparities between what is taught and what is practiced (Evetts, 2003; Schon, 1987). It has been found in this regard that theory in general has not managed to keep up with some changes in practice which can lead to irrelevance in teaching practices (Evetts, 2003). Practice is a much needed feature of the learning process which may complement and contribute to the body of theory that one is formally introduced to within the

educational institution. This in turn generates a more enriching quality to one's experiences so that worthwhile learning may take place (Lave, 1996). Relevant decision-making thus needs to spring from theory that is matched with expertise so as to serve the dimensions of the practical sphere of professions (Eraut, 1994; Friedson, 2001). The relevant question that needs to be addressed here is, whether or not these two elements need to be pitched against each other, or do they need to be used in a complementary way so as to strike a balance in the theory practice relationship. For effective teacher preparation program curriculum, practice can be the application of theory applied to real life professional situations.

Assessment of Theory Practice Studies

The following two studies, Grossman and Richert (1988) and Rivera-Wilson (2008) show similar findings on theory and practice. The Grossman and Richert (1988) study showed that prospective teachers felt that fieldwork and professional coursework were influential in acquiring worthwhile learning in their profession. This study associated professional coursework as theory and fieldwork as practice. In the Grossman and Richert study, teacher candidates acknowledge that coursework and fieldwork were influential in their success. This was an interpretive study that involved interviews and observations during the first year of teaching. The Rivera-Wilson study participants also felt that the relationship of theory and practice in their professional training for teaching was mostly effective. The participants in this 2008 study were 20 teacher educators, 56 clinical supervisors, 464 preservice alumni, and 589 cooperating teachers from the secondary education program. The participants were surveyed using questionnaires with open ended and forced choice items on four main questions and six sub-questions, covering topics from preparation for entrance to the field of teaching to the importance of teacher-as-researcher

at the secondary level. There was a contrast of opinion from the teachers in the field and teacher preparation faculty. Teachers in the field, preservice alumni, and cooperating teachers felt there should be more theory taught that related to what is going on in the field. The faculty of the teacher preparation felt that theory and practice were being taught successfully. The information obtained from these two studies provides support to this investigation of imparting relevant theory and practice to its teacher candidates.

The following studies indicate coursework taught in a TPP is relevant in preparing them to teach. The teacher candidates and first year teachers viewed the theory taught from their TPP coursework positively. Their coursework established the basic theoretical framework for their present teaching strategies in the classroom (Adams & Krockover, 1997; Ferguson & Womack, 1993; Rieman, 2007). The Adams and Krockover and the Reiman studies reported that participants felt knowledge obtained about instructional strategies came from their teacher education courses. The Reiman study showcased four elementary teachers that had two years of experience each. They all viewed their current practice in the classroom as derived from their teacher preparation coursework. The participants in the Adams and Krockover study were four secondary science teacher interns. They reported that they, too, were influenced by their course work in the science content area. The Ferguson and Womack study considered all coursework in the university's secondary teacher preparation program, GPA in the major, National Teachers Exam specialty scores, and ratings from both subject matter specialist and education supervisor on teaching performance. One of their findings suggested that education coursework accounted for 48% of the variance in teaching performance. This evaluation result can be used to understand that theory (coursework) is related to teaching performance (practice). What is being taught in our teacher preparation

programs clearly plays a critical role in helping the teacher candidates define his/her self-concept, especially in these early years of developing their teaching skills and applying what they have learned.

In contrast of the Reiman (2007) study that used teachers with two years of experience, the Davis (2008) research focused on experienced teachers. This 2008 research concentrated on three middle school science teachers that participated in Rivers Reef professional development. The researcher used Kolb's (1976) experimental learning model and Boud, Keogh, and Walker's (1985) reflective process model for the interviews in the 2008 study. These instruments were used on the teachers participating in the Rivers Reef professional development. The study found that the years of experience of these middle schools science teachers affected how and what they learned from teacher development. These studies provided insight into the experienced teacher having a longer period of time to apply worthwhile learning of theory and practice into what is required in their profession daily. The reliance on their experience provided the foundation on what was relevant for them to use in their classrooms.

The Bhatnagar (2008) research was a mixed methods research that was one of the few approaches this literature reviewed that investigated the effectiveness of theory and practice that focused on matching learning domains to the program standards. This university used the domains of learning standards to assess their teacher preparation program. Bhatnagar used a triad of participants: field instructors, cooperating teachers, and student teachers. This study covered 79 triad participants in 2004, 40 triad participants in 2006, and six triad participants in 2007. The triad of participants viewed that the learning domain objectives were different from that of the program. The investigating of theory and practice that is being taught in TPP according to Bhatnagar should be aligned to state and national program standards. This study indicates

colleges and universities should be accountable for what is being taught and for its relevancy to teacher candidates in obtaining worthwhile learning and relevant teaching skills.

The congruency between theory and practice should be improved in order to eliminate any disparities between the two in a TPP (Acevedo, 1992; Madzorera, 2004). The scope of research on the relationship of theory and practice is of global interest. The Acevedo (1992) study investigated 17 popular education programs in Latin America and the Madzorera (2004) study was done in Zimbabwe on six primary teacher preparation programs. The Zimbabwe study by Madzorera classified the different types of teacher preparation programs. The categories that this 2004 study used were the following: conventional, ZINTEC and special education. The conventional category was the traditional preparation of teachers completed at the university level. The ZINTEC project was integrating distance education programs that focused on pre- service and in-service teacher education. The last category in the Madzorera study was that of special education, which was a program effort to eliminate any barriers for teacher candidates who are in a traditional setting. The findings were that there is a congruency on the most part between imparting knowledge of theory and practice and a degree of differences within the three selected categories above. The Acevedo study assessed the linkage of theory and practice in 17 teacher preparation programs and investigated strategies to link the two. These studies indicated an overall relationship towards linking the theory and practice taught in a TPP

The following studies that are summarized in Table 1 on theory and practice will be able to support the basis of this study that investigated the imparting of theory and practice successfully to teacher candidates. The literature was supportive that theory and practice should reflect relevance with the skills that teacher candidates need to be successful entering into their profession.

Table 1. Summary of Teacher Preparation Programs on Theory and Practice

Study	Findings
Adams and Krockover (1997)	Beginning teachers' knowledge of content appears to be linked to their school situation.
Acevedo (1992)	The years of teaching experience effects how professional development of theory and practice are interpreted and integrated into practice.
Bhatnagar (2008)	Triad participants viewed the assessment of learning domain results different from that of the students in TPP. Strategies needed to link theory and practice to learning domains.
Ferguson and Womack (1993)	Teacher candidates in a TPP accounted their education coursework for preparing them to teach.
Grossman and Richert (1988)	Prospective teachers felt coursework (theory) and fieldwork (practice) were effectively met in their TPP. Prospective teachers felt coursework (theory) and fieldwork (practice) were effectively met in their TPP.
Madzorera (2004)	Several TPP were evaluated and there was congruency between theory and practice in some areas and some were not.
Rieman (2007)	Current teachers reflect on their TPP. They were positive on their coursework but mixed towards their clinical experience.
Rivera-Wilson (2008)	Cooperating teachers and teacher candidates in the field felt there should be more theory taught that is relevant

Universities need to respond to the growing challenges that the TPP face in the next millennium and to assess educational quality of the theory and practice taught and identify any deficiency of the two (Broadfoot, 1998). Brown and Knight (1994) argued that “assessment

defines what students regard as important, how they spend their time and how they come see themselves as students and then as graduates” (p. 12). Teacher candidates need that opportunity to assess what knowledge is worthwhile and relevant in developing their teaching skills.

C O N C L U S I O N

One role of teacher preparation programs is to foster a positive development of the relevancy of a balanced theory and practice relationship in their development. There is a need for more studies that will investigate the different parts of worthwhile learning of teacher preparation programs and the effects on their teacher candidates. In doing so, there is a thorough analysis of the various perspectives that cater to the explanation of why bridging the gap between theory and practice in professional education is a perennial challenge. The demand for highly qualified teachers is at an all-time high in our global economy. Our teacher preparation programs need to meet these demands. Research “shows a positive connection between teachers’ preparation in their subject matter and their performance and impact in the classroom” (Wilson, Flodin, & Ferrini-Mundy, 2001, p.1). Future studies on teacher preparation programs play an important role in future teacher candidates finding a balance theory and practice curriculum that gives them relevant worthwhile learning.

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Call for Papers

The Research Section of **ArkAHPERD** invites members to present their research and posters at the 2016 State Convention. Submit a one page abstract with title and author(s) to Agneta Sibrava, asibrava@astate.edu



Congratulations
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2015 JRFH Coordinator of the Year

The screenshot shows the American Heart Association website. At the top left is the American Heart Association logo with the tagline "Learn and Live". To the right is a search bar. Below the logo is a navigation menu with links: GETTING HEALTHY, CONDITIONS, HEALTHCARE / RESEARCH, CAREGIVER, EDUCATOR, CPR & ECC, SHOP, CAUSES, ADVOCATE, GIVING, and NEWS. Under the GIVING link, there are sub-links: Donate Now, Wills, Trusts, and Annuities, For Companies, For Individuals, For Schools, and Your Dollars at Work. The main banner features the text "It Takes Heart to be a Hero" in large, stylized letters, with a silhouette of a person jumping rope on the left and a silhouette of a person holding a jump rope on the right. To the right of the banner is the "JUMPROPE FOR HEART" logo. Below the banner is a large orange button that says "Register Now!". Below this button is text that says "Already registered students and event coordinators return to your fundraising HeartQuarters" followed by a yellow button that says "LOGIN HERE". At the bottom of the page, there are three columns: "For Parents", "For Students", and "For Teachers". Each column has a list of links.

American Heart Association
Learn and Live

SEARCH

GETTING HEALTHY | CONDITIONS | HEALTHCARE / RESEARCH | CAREGIVER | EDUCATOR | CPR & ECC | SHOP | CAUSES | ADVOCATE | **GIVING** | NEWS

Donate Now | Wills, Trusts, and Annuities | For Companies | For Individuals | For Schools | Your Dollars at Work

It Takes Heart to be a Hero

JUMPROPE FOR HEART

Register Now!

Already registered students and event coordinators return to your fundraising HeartQuarters [LOGIN HERE](#)

For Parents

- Register Your Child Online
- Online Fundraising Instructions and Tips
- Online Fundraising Help
- How To Make a Healthy Home
- Live Better With Life's Simple 7
- For more info

For Students

- It Takes Heart to be a Hero Music Video
- Submit a T-Shirt Design for 2014-2015
- Online Fundraising Help
- See what 3 special heroes did to make a difference!
- For more info

For Teachers

- Sign Up Your School To Participate
- Login to See Your School's Donations
- Benefits of Raising Event Donations Online
- Jump Rope For Heart Event Resources
- Educational Resources
- For more info

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Submission template and guidelines can be found in the Appendix. Deadline for submission March 31. Anyone interested in becoming on the editorial board submit vitae to bfprince@ualr.edu

Calendar		
<u>Event</u>	<u>Date</u>	<u>Place</u>
National Coaching Conference	June 21-23, 2016	Seattle, WA
ArkAHPERD Summer Workshop	July 25, 2016	Little Rock, AR
ArkAHPERD Convention	November 3-4, 2016	Little Rock, AR
Southern District Convention	January 10-13, 2017	Baton Rouge, LA
2017 SHAPE America Convention	March 14-18, 2017	Boston, MA

APPENDIX

ArkAHPERD *Arkansas Journal*

New Submission Guidelines for Authors:

Material for publication and editorial correspondence should be emailed to Bennie Prince at (bfprince@ualr.edu). Deadline for the submission is March 31. Guidelines for materials submitted are those of the Publication Manual of the American Psychological Association (APA). All submissions must be double spaced, 12 font, Times New Roman, and limited to 10 pages for review and publication in the *Arkansas Journal*.

Indicate manuscript category: Faculty research, student research, or both. There will be new categories where researchers and writers can submit their well thought out commentaries on issues involving, new research, trends, and special topics concerning our profession. Examples of these type articles can be viewed in *Research Quarterly for Exercise and Sports*.

The review process is a BLIND REVIEW and is reviewed by at least two (2) reviewers. The review research is structured as stated below:

The scientific review – The review is focused on the article's content. The scientific review is completed by the reviewers, who are specialists in the area of Health and Physical Education, and associated fields. The Journal editor is responsible for collecting all review questionnaires and informing author of submission acceptance or rejection.

For manuscripts submission and review submit 3 documents that follow the template below.

(Submission Template)
First Submission Attachment-Editor

Title of Manuscript submitted_____

Submission Category_____

Author or Author(s) Name_____

Author or Author(s) University, Position, address, phone number, email

Scientific review and research follow APA format

Total 10 pages for review process and if selected these 10 pages will be in the *Arkansas Journal*.

Second Submission Attachment- For Blind Review

Title of Manuscript submitted_____

Submission Category_____

Scientific review would include: Abstract, Introduction, Methods, Data Analysis,

Results,

Discussion and Conclusion.

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Total 10 pages for review process and if selected these 10 pages will be in the *Arkansas Journal*.

**Third Submission Attachment
Complete Manuscript**

Title of Manuscript submitted_____

Submission Category_____

Author or Author(s) Name_____

Author or Author(s) University, Position, address, phone number, email

Scientific review and research follow APA format

**ARKAHPERD
ARKANSAS JOURNAL
ARTICLE REVIEW**

THE REVIEW PROCESS

The review process is a BLIND REVIEW and is reviewed by at least two (2) reviewers.
The review research is structured as stated below:

The scientific review – The review is focused on the article’s content. The scientific review is completed by the reviewers, who are specialists in the area of Health and Physical Education, and associated fields. All reviewers must complete the reviewer form below and may provide comments to the author. These comments should be constructive and friendly. The comments can not include any personal remarks to the author.

After completing the review form, the reviewer should send to the Journal editor, who is responsible for informing the author(s) about the final decision and possible to provide an opportunity for rewrite.

ARTICLE REVIEW

I. GENERAL INFORMATION

Article No.				
Article Type	Professional	Student	Research	Non-research
Article Title				
Reviewer				
Date				

II. SCIENTIFIC CRITERIA

REVIEW CRITERIA	QUESTIONS	SCALE
I. ORIGINALITY	• Are the problems discussed in the article new and/or relevant? • Does the article describe interesting or unique aspects of the discipline?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
II. SIGNIFICANCE	• Does the article have a considerable contribution to the discipline? • Does the article stimulate discussion of important issues or alternative points of view?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
III. RELEVANCE	• Does the article present relevant information for its area of research?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
IV. PRESENTATION	• Does the article have a logic structure/sequence? • Is the article clearly written? • Does the article present in an appropriate way the terminology for its area of interest?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
V. CONTENT		
5.1. Title	• Does the title clearly express content of the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.2 Introduction	• Does the introduction highlight the current in the area? • Does the introduction specify the article goal?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.3 Methodology	• Are the methods used clearly explained? • Are the methods used validated / recognized?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.4 Results	• Are the results clearly presented? • Is the literature used in support of research? • Do the results sufficiently avoid misinterpretation?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.5 Conclusions	• Are the conclusions correctly / logically explained? • Do the conclusions avoid misinterpretation?	☐ poor ☐ needs improvements ☐ average

	Do the conclusions sufficiently avoid too general or biased information?	☐ good ☐ excellent
5.6 References	- Do the references reflect the latest work/research in the considered area? - Are the references correctly indicated in the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.7 Tables [If used]	- Are the tables correctly named and numbered? - Are the data presented in tables correctly valued and interpreted in the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.8 Graphs and figures [If used]	- Do the graphs and figures properly illustrate the discussed subject? - Are the graphs and figures correctly named and numbered?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
VI. PLAGIARISM	If an article (or parts from an article) is suspected to be a substantial copy of an earlier work, the article is rejected.	☐ Accepted ☐ Rejected

III. FINAL DECISION

OVERALL RATING	FINAL DECISION
☐ Poor	☐ Rejected
☐ Needs improvements	☐ Rejected [consider rewriting for subsequent journal]
☐ Average	☐ May be Revised and resubmitted [major changes]
☐ Good	☐ Accepted with minor changes
☐ Excellent	☐ Accepted

IV. COMMENTS TO THE AUTHOR