PROGRAM REPORT SUMMARY

Department: Physical Education and Human Performance	Report Type: SUMMARY – Year 2
Program Name: Physical Education Teacher Education	Program Award Level: BSED (BS with Grad Certification)
Report Preparer: Tan Leng Goh	Date Report Completed: 9/19/2019
Program Structure (Choose One): Accredited	Academic Year: 2018-19
Accreditation Agency (If Applicable): CAEP	Date Next Self Study Due to Agency: Fall 2022

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed	http://web.ccsu.edu/NEASC_5year_Files/education/PhysEd_BSED.pdf ***By the time of graduation, a student will demonstrate:*** 1. The ability to plan developmentally appropriate physical education lessons. 2. The ability to plan developmentally appropriate units of instruction in physical education. 3. The ability to implement developmentally appropriate units of instruction in physical education. 4. The ability to demonstrate effective teaching strategies in the public-school setting at the elementary and secondary levels.
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	**LEARNING OUTCOME 1: edTPA PHYSICAL EDUCATION** *(Task 1)* The edTPA is an assessment that is required by the Connecticut State Department of Education to be completed and passed by all teacher candidates during their student teaching experience in order to obtain teacher certification. The mandated cut score for Physical Education is 37. The edTPA is a Performance-based assessment that measures a teacher candidates' readiness to teach physical education. It is an assessment designed with a focus on student learning and principles from research and theory. Additionally, it is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. edTPA is based on findings that successful teachers develop knowledge of subject matter, content standards, and subject-specific pedagogy as well as being able to develop and apply knowledge of varied students' needs and reflect on and analyze evidence of the effects of instruction on student learning. In *Planning Task 1*, teacher candidates are assessed on the following: ➢ Rubric 1: Planning for Developing Competencies in Physical Education ➢ Rubric 2: Planning to Support Varied Student Learning Needs ➢ Rubric 3: Using Knowledge of Students to Inform Teaching and Learning ➢ Rubric 4: Identifying and Supporting Language Demands ➢ Rubric 5: Planning Assessments to Monitor and Support Student Learning **LEARNING OUTCOMES 2 AND 3: edTPA PHYSICAL EDUCATION** *(Task 1, 2 and 3)* The edTPA is an assessment that is required by the Connecticut State Department of Education to be completed and passed by all teacher candidates during their student teaching experience in order to obtain teacher certification. The

mandated cut score for Physical Education is 37. The edTPA is a Performance-based assessment that measures a teacher candidates' readiness to teach physical education. It is an assessment designed with a focus on student learning and principles from research and theory. Additionally, it is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways. edTPA is based on findings that successful teachers develop knowledge of subject matter, content standards, and subject-specific pedagogy as well as being able to develop and apply knowledge of varied students' needs and reflect on and analyze evidence of the effects of instruction on student learning.

In *Planning Task 1*, teacher candidates are assessed on the following:
➢ Rubric 1: Planning for Developing Competencies in Physical Education
➢ Rubric 2: Planning to Support Varied Student Learning Needs
➢ Rubric 3: Using Knowledge of Students to Inform Teaching and Learning
➢ Rubric 4: Identifying and Supporting Language Demands
➢ Rubric 5: Planning Assessments to Monitor and Support Student Learning

In *Instruction Task 2*, teacher candidates are assessed on the following:
➢ Rubric 6: Learning Environment
➢ Rubric 7: Engaging Students in Learning
➢ Rubric 8: Strengthening Student Competencies
➢ Rubric 9: Subject-Specific Pedagogy
➢ Rubric 10: Analyzing Teaching Effectiveness

In *Assessment Task 3*, teacher candidates are assessed on the following:
➢ Rubric 11: Analysis of Student Learning
➢ Rubric 12: Providing Feedback to Guide Learning
➢ Rubric 13: Student Understanding and Use of Feedback
➢ Rubric 14: Analyzing Students' Language Use and Physical Education Learning
➢ Rubric 15: Using Assessment to Inform Instruction

LEARNING OUTCOME 4: STUDENT TEACHING EVALUATION
The student teaching evaluation is designed to provide programs with information regarding the performance of the Teacher Candidates (TC's) in each of the specific certification areas. The final evaluation document is provided at the start of the student teaching semester to all members of the student teaching team (student, cooperating teacher, and university supervisor). Student performance is documented at each observation visit. The observation form is directly aligned with the final evaluation. The student teaching evaluation is based on the Common Core of Teaching, CT SEED and the SHAPE America National Standards for Initial Physical Education Teacher Education. The Department of Physical Education and Human Performance has incorporated additional items that are specifically aligned with the

	SHAPE America National Standards for Initial Physical Education Teacher Education. The comprehensive evaluation criteria focus on the following key components which include; class management, planning, instruction, assessment, communication, professionalism, diversity, and professional reflection.
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Physical Education Teacher Education (PETE) Faculty
4) **Results**: Using this year's Findings, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	**LEARNING OUTCOME 1: edTPA PHYSICAL EDUCATION (Task 1)** Conclusion: The edTPA assessment Task 1 shows that the average scores for our Teacher Candidates was 12.4 and 13.5 (out of a maximum possible of 25) in the fall 2018 and spring 2019 semesters, respectively. Although there was a 1.1-point improvement in average scores of our Teacher Candidates on Task 1, we need to focus our efforts on providing sufficient opportunities for Teacher Candidates to hone their Task 1 planning skills through coursework in order to become an effective teacher. Changes: As a result of these findings the PETE faculty continue to infuse planning across the curriculum and has made several revisions to course content where planning is taught. Teacher Candidates are introduced to lesson planning (utilizing a department template) very early in the program (PE 111) to provide them with ample time to develop their skills and become more proficient in writing developmentally appropriate lesson plans. As a result of a CSDE Mandate we introduce and embed edTPA (Educational Teacher Performance Based Assessment) elements (Planning Task 1) throughout the curriculum in order to better prepare students for the edTPA assessment they are required to pass during their student teaching. Various elements of planning are developed within other courses in the program through a variety of planning assignments that further develop effective planning and/or Planning Task 1 of the Physical Education edTPA. We see the effectiveness of using the departmental lesson plan format through a continuous improved ability to plan developmentally appropriate lessons of instruction. The faculty uses a department lesson planning grading rubric to provide ongoing feedback to our students. We will continue to closely monitor student progress and provide as many meaningful and authentic opportunities for students to engage in the planning process. **LEARNING OUTCOMES 2 AND 3**: **edTPA PHYSICAL EDUCATION** *(Task 1, 2 and 3)* Conclusion: The edTPA Portfolio Assessment was administered as a result of a state mandate requiring a shift in course content and changes in curriculum to appropriately prepare our students for teaching in the PK-12 setting. The edTPA assessment Task 1 shows that the average scores for our Teacher Candidates was 12.4 and 13.5 (out of a maximum possible of 25) in the fall 2018 and spring 2019 semesters, respectively. The edTPA assessment Task 2 shows that the average scores for our Teacher Candidates was 13.5 and 13.4 (out of a maximum possible of 25) in the fall 2018 and spring 2019 semesters, respectively. The edTPA assessment Task 3 shows that the average scores for our Teacher Candidates was 13.4 and 12.6 (out of a maximum possible of 25) in the fall 2018 and spring 2019 semesters, respectively. The average total edTPA test score for our Teacher Candidates were 40.5 and 39.5 (out of a maximum possible of 75) in the fall 2018 and spring 2019 semesters, respectively. The university cut score for edTPA was set at 37. From the edTPA results of our Teacher Candidates (2018-2019), it showed that on average, our Teacher Candidates

	met the university-set cut score for edTPA. Students who did not pass (score lower than 37) or have an incomplete (I), resubmitted the specific task for university evaluation for Pass/Fail status. All the Teacher Candidates passed their edTPA on their resubmission.
	Changes: Based on the edTPA portfolio data collected, edTPA elements are currently being introduced and/or reinforced at various points in the program to support students learning and provide time to develop their ability to Plan - Task 1, Instruct - Task 2 and Assess - Task 3. Continued reinforcement will occur to incorporate these opportunities to improve the effectiveness of preparing students for the planning and implementation of edTPA in the physical education setting at both the elementary and secondary levels. Curricular changes have begun to occur to also better accommodate student needs for success on this assessment and to be teacher ready for the field. edTPA assessment will become a state-mandated assessment in teacher education certification starting from fall 2019.
	LEARNING OUTCOME 4: STUDENT TEACHING EVALUATION
	Conclusion: Based on the Student Teaching Evaluation data for the PETE Program, 100% of our Teacher Candidates scored at an acceptable-target level at the elementary level and at the secondary level on all 8 factors (based on a 3.00/100% scale). It is evident that our students have the ability to effectively plan, implement and assess physical education at both the elementary and secondary levels and are appropriately prepared to effectively teach PK-12 physical education setting.
	Changes: Based on the assessment data collected and analyzed, the certification program for physical education has made curricular and programmatic adjustments, and continues to incorporate additional changes to improve the effectiveness of preparing students to teach physical education at the elementary and secondary levels that will align with the SHAPE America National Standards for Initial Physical Education Teacher Education, as well as the required Physical Education edTPA assessment.
5) **Strengths**: List ways in which your assessment process is working well.	The PETE department has developed a teacher preparation program that reflects the unit's conceptual framework as well as the SHAPE America National Standards for Initial Physical Education Teacher Education. It is the intent of the department to prepare graduates who have the knowledge, skills, and dispositions to make a positive contribution in the life of each student they teach. Teacher candidates reflect competency in content knowledge, growth and development, differentiated instruction, management and motivation, effective communication, planning and instruction, assessment of student learning, reflective analysis, instructional technology, and collaboration with colleagues, parents and the community. The current assessments have been utilized in our program for several semesters and have provided us with sufficient information about the key elements of our student's progress as they relate to our mission and goals. Data collected from these assessments have led and will continue to lead us to many of the decisions regarding course and curriculum revisions that have been and will continue to be made so that we may better meet the needs of our students and provide continuous improvement and ensure success for all. Consistent use of the lesson plan template (which infuses edTPA elements) throughout the program has supported growth among our students in their ability to effectively plan, implement and assess further fostering their success when in the student teaching setting. Embedding assessment strategies in coursework throughout the program has also been included in a

	variety of courses. Assessment is an area we have continued to focus on for the past several semesters and will continue to seek out innovative ideas to increase the opportunities for our students to use assessment within the classroom setting. In addition, placing students in a variety of diverse educational settings to provide them with opportunities to effectively plan and implement appropriate lessons for students from various racial, ethnic and cultural backgrounds has been a primary focus within our department. It is the mission of the faculty to continue to find ways to analyze, reflect and adjust our program so we can confidently say we are producing quality physical educators.
6) **Improvements**: List ways in which your assessment process needs to improve based on student data (a brief summary of changes to assessment plan can be reported here).	The assessments we have been utilizing have provided us with appropriate data and are aligned with the SHAPE America National Standards for Initial Physical Education Teacher Education and have provided us with sufficient data that we then utilize for revision within and among courses in the physical education curriculum. The physical education teacher preparation program has been nationally accredited by CAEP through 2023. Effective June 2019, SHAPE America will no longer be the program SPA for physical education through CAEP. However, SHAPE America are still setting the national physical education standards for our program and our program will continue to align our key assessment and course content with the SHAPE America National Standards for Initial Physical Education Teacher Education. Moving forward, we will work closely with the School of Education and Professional Studies to determine the appropriate external review process that physical education will be required to utilize. The Physical Education program will continue to align, revise and update curriculum and assessment to ensure our students can effectively plan, implement and assess learning so that they graduate as successful and competent teachers.

BSED in Physical Education Teacher Education (PETE)
edTPA Data Table (Fall 2018 – Spring 2019)
LEARNING OUTCOMES 1, 2 AND 3

Fall 2018

Examinee Name / SSN	Test	Test Date	P/F Status	Total Test Score	Task /Score:	01	02	03
ANDERSON, RICHELLE (XXX-X6-1322)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	34		8.0	13.0	13.0
BELLIZZI, KYLE (XXX-X4-9694)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	I		9.0	10.0	I
BROWN, KYLE (XXX-X8-1077)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	33		10.0	12.0	11.0
DEMARCO, MATTHEW (XXX-X4-8122)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	42		14.0	14.0	14.0
ELLIOTT, BRENDAN (XXX-X2-4517)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	44		14.0	14.5	15.0
HORNIK, DANIEL (XXX-X0-1026)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	40		13.0	15.0	12.0
HUTVAGNER, EMILY (XXX-X0-8125)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	I		12.0	10.0	I
OROZCO, BRENT (XXX-X4-9559)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	44		15.0	16.0	13.0
PERUCCIO, MARISSA (XXX-X6-0657)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	48		16.0	17.0	15.0
WELCH, CODY (XXX-X1-4373)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	I		13.0	I	14.0
WRIGHT, PHILIP (XXX-X0-8745)	K-12 Phys Ed (03/12-Present)	2018-11-15	T	39		12.0	13.0	14.0
AVERAGE				40.5		12.4	13.5	13.4

Spring 2019

Examinee Name / SSN	Test	Test Date	P/F Status	Total Test Score	Task /Score:	01	02	03
ALBERT, BRIAN (XXX-X2-8842)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	35		13.0	10.0	12.0
CAMPBELL, BLAKE (XXX-X4-2867)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	35		12.0	12.0	11.0
COCOLA, EMILY (XXX-X0-9676)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	46		18.0	13.0	15.0
CONSIDINE, MICHAELA (XXX-X2-5796)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	39		14.0	13.0	12.0
DRONZANK, DAVID (XXX-X4-9574)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	34		13.0	9.0	12.0
GIONFRIDDO, PAUL (XXX-X2-7624)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	48		16.0	16.0	16.0
HOLIHAN, NICHOLAS (XXX-X4-3257)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	32		11.0	11.0	10.0
MAFFIOLINI, JOSEPH (XXX-X2-2974)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	36		11.0	15.0	10.0
MARRONE, JENNIFER (XXX-X4-1437)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	37		10.0	15.0	12.0
MAZZA, ALEXUS (XXX-X4-0930)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	40		13.0	14.0	13.0
NELSON, KYLE (XXX-X2-3539)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	35		11.0	14.0	10.0
SANCA, JACQUELYN (XXX-X0-8717)	K-12 Phys Ed (03/12-Present)	2019-04-18	T	57		20.0	19.0	18.0
AVERAGE				39.5		13.5	13.4	12.6

Student Teaching Evaluation Data Table (Fall 2018 – Spring 2019)

LEARNING OUTCOME 4

Central Connecticut State University
School of Education & Professional Studies
Elementary **Physical Education Student Teaching Evaluation Data Report**

Evaluation Term: Spring 2018
Student Level: Elementary
Certification Program: BSED
Major: Physical Education
Number of Students: 19

Student Teaching Evaluation Domains and Indicators	Proficient	Developing	Below Standard
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning			
1. Rapport and positive, safe, inclusive, culturally responsive social interactions (essential item) *(3c)*	100%	0.00%	0.00%
2. Respect for student diversity (essential item) *(4a)*	100%	0.00%	0.00%
7.Routines and transitions appropriate to needs of students (essential item) *(4d)*	100%	0.00%	0.00%
Domain 2: Planning for Active Learning			
8. Content of lesson plan is aligned with standards and specialized curricula, and individualized to develop meaningful and challenging learning progressions *(3a)*	100%	0.00%	0.00%
9.Content of lesson appropriate to sequence of lessons (essential item) *(3b)*	83.27%	16.73%	0.00%
13. Instructional resources *(4c)*	100%	0.00%	0.00%
14. Criteria for student success based on the use of technically sound formal and informal assessments that minimize bias *(5a)*	72.45%	27.55%	0.00%
Domain 3: Instruction for Active Learning			
17. Content accuracy (essential item) *(1a)*	100%	0.00%	0.00%
18. Content progression and level of challenge (essential item) *(1b)*	100%	0.00%	0.00%
24. Ongoing assessment of student learning (essential item) *(5b)*	100%	0%	0.00%

Student Teaching Evaluation Domains and Indicators	Proficient	Developing	Below Standard
25. Feedback to students (essential item) *(4e)*	80.68%	19.32%	0.00%
26. Instructional adjustment and appropriate level of challenge (essential item) *(4c)*	100%	0.00%	0.00%
Domain 4: Professional Responsibilities and Teacher Leadership			
29. Professional learning *(6b)*	100%	0.00%	0.00%
31.Contribution to professional learning by providing guidance and direction to Para educators, tutors, and volunteers (essential item) *(6b)*	100%	0.00%	0.00%
32. Ethical use of technology (essential item) *(6b)*	100%	0.00%	0.00%
36. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students. (1c)	76.67%	23.33%	0.00%
37. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students. (1d)	85.44%	14.56%	0.00%
38. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students. (1e)	66.67%	33.33%	0.00%
39. Plan for and manage resources to provide active, fair and equitable learning experiences.	100%	0.00%	0.00%
40. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. (3d)	100%	0.00%	0.00%
41. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). (3e)	100%	0.00%	0.00%
42. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. (3f)	100%	0.00%	0.00%
43. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. (4b)	100%	0.00%	0.00%
44. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (6c)	66.67%	33.33%	0.00%

Central Connecticut State University
School of Education & Professional Studies
Secondary **Physical Education Student Teaching Evaluation Data Report**

Evaluation Term: Spring 2018
Student Level: Secondary
Certification Program: BSED
Major: Physical Education
Number of Students: 19

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning			
1. Rapport and positive, safe, inclusive, culturally responsive social interactions (essential item) *(3c)*	100%	0.00%	0.00%
2. Respect for student diversity (essential item) *(4a)*	100%	0.00%	0.00%
7.Routines and transitions appropriate to needs of students (essential item) *(4d)*	100%	0.00%	0.00%
Domain 2: Planning for Active Learning			
8. Content of lesson plan is aligned with standards and specialized curricula, and individualized to develop meaningful and challenging learning progressions *(3a)*	100%	0.00%	0.00%
9.Content of lesson appropriate to sequence of lessons (essential item) *(3b)*	90.24%	9.76%	0.00%
13. Instructional resources *(4c)*	100%	0.00%	0.00%
14. Criteria for student success based on the use of technically sound formal and informal assessments that minimize bias *(5a)*	65.89%	34.11%	0.00%
Domain 3: Instruction for Active Learning			
17. Content accuracy (essential item) *(1a)*	100%	0.00%	0.00%
18. Content progression and level of challenge (essential item) *(1b)*	100%	0.00%	0.00%
24. Ongoing assessment of student learning (essential item) *(5b)*	100%	0%	0.00%
25. Feedback to students (essential item) *(4e)*	79.21%	20.79%	0.00%
26. Instructional adjustment and appropriate level of challenge (essential item) *(4c)*	100%	0.00%	0.00%

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
Domain 4: Professional Responsibilities and Teacher Leadership			
29. Professional learning *(6b)*	100%	0.00%	0.00%
31.Contribution to professional learning by providing guidance and direction to Para educators, tutors, and volunteers (essential item) *(6b)*	100%	0.00%	0.00%
32. Ethical use of technology (essential item) *(6b)*	100%	0.00%	0.00%
36. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students. (1c)	73.58%	26.42%	0.00%
37. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students. (1d)	66.67%	33.33%	0.00%
38. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students. (1e)	66.67%	33.33%	0.00%
39. Plan for and manage resources to provide active, fair and equitable learning experiences.	100%	0.00%	0.00%
40. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. (3d)	100%	0.00%	0.00%
41. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). (3e)	100%	0.00%	0.00%
42. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. (3f)	100%	0.00%	0.00%
43. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. (4b)	100%	0.00%	0.00%
44. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (6c)	86.46%	13.54%	0.00%

Central Connecticut State University
School of Education & Professional Studies
Elementary **Physical Education Student Teaching Evaluation Data Report**

Evaluation Term: Fall 2018
Student Level: Elementary
Certification Program: BSED
Major: Physical Education
Number of Students: 12

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning			
1. Rapport and positive, safe, inclusive, culturally responsive social interactions (essential item) *(3c)*	100%	0.00%	0.00%
2. Respect for student diversity (essential item) *(4a)*	100%	0.00%	0.00%
7.Routines and transitions appropriate to needs of students (essential item) *(4d)*	100%	0.00%	0.00%
Domain 2: Planning for Active Learning			
8. Content of lesson plan is aligned with standards and specialized curricula, and individualized to develop meaningful and challenging learning progressions *(3a)*	100%	0.00%	0.00%
9.Content of lesson appropriate to sequence of lessons (essential item) *(3b)*	100%	16.73%	0.00%
13. Instructional resources *(4c)*	100%	0.00%	0.00%
14. Criteria for student success based on the use of technically sound formal and informal assessments that minimize bias *(5a)*	97.42%	2.58%	0.00%
Domain 3: Instruction for Active Learning			
17. Content accuracy (essential item) *(1a)*	100%	0.00%	0.00%
18. Content progression and level of challenge (essential item) *(1b)*	100%	0.00%	0.00%
24. Ongoing assessment of student learning (essential item) *(5b)*	100%	0%	0.00%
25. Feedback to students (essential item) *(4e)*	71.13%	28.87%	0.00%
26. Instructional adjustment and appropriate level of challenge (essential item) *(4c)*	100%	0.00%	0.00%
Domain 4: Professional Responsibilities and Teacher Leadership			

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
29. Professional learning *(6b)*	100%	0.00%	0.00%
31.Contribution to professional learning by providing guidance and direction to Para educators, tutors, and volunteers (essential item) *(6b)*	100%	0.00%	0.00%
32. Ethical use of technology (essential item) *(6b)*	100%	0.00%	0.00%
36. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students. (1c)	88.32%	11.68%	0.00%
37. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students. (1d)	81.98%	18.02%	0.00%
38. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students. (1e)	79.10%	20.90%	0.00%
39. Plan for and manage resources to provide active, fair and equitable learning experiences.	100%	0.00%	0.00%
40. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. (3d)	100%	0.00%	0.00%
41. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). (3e)	100%	0.00%	0.00%
42. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. (3f)	100%	0.00%	0.00%
43. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. (4b)	100%	0.00%	0.00%
44. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (6c)	100%	0.00%	0.00%

Central Connecticut State University
School of Education & Professional Studies
Secondary **Physical Education Student Teaching Evaluation Data Report**

Evaluation Term: Fall 2018
Student Level: Secondary
Certification Program: BSED
Major: Physical Education
Number of Students: 12

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning			
1. Rapport and positive, safe, inclusive, culturally responsive social interactions (essential item) *(3c)*	100%	0.00%	0.00%
2. Respect for student diversity (essential item) *(4a)*	100%	0.00%	0.00%
7. Routines and transitions appropriate to needs of students (essential item) *(4d)*	100%	0.00%	0.00%
Domain 2: Planning for Active Learning			
8. Content of lesson plan is aligned with standards and specialized curricula, and individualized to develop meaningful and challenging learning progressions *(3a)*	100%	0.00%	0.00%
9. Content of lesson appropriate to sequence of lessons (essential item) *(3b)*	83.27%	16.73%	0.00%
13. Instructional resources *(4c)*	100%	0.00%	0.00%
14. Criteria for student success based on the use of technically sound formal and informal assessments that minimize bias *(5a)*	72.45%	27.55%	0.00%
Domain 3: Instruction for Active Learning			
17. Content accuracy (essential item) *(1a)*	100%	0.00%	0.00%
18. Content progression and level of challenge (essential item) *(1b)*	100%	0.00%	0.00%
24. Ongoing assessment of student learning (essential item) *(5b)*	100%	0%	0.00%
25. Feedback to students (essential item) *(4e)*	80.68%	19.32%	0.00%
26. Instructional adjustment and appropriate level of challenge (essential item) *(4c)*	100%	0.00%	0.00%
Domain 4: Professional Responsibilities and Teacher Leadership			

Student Teaching Evaluation Domains and Indicators	Target	Acceptable	Unacceptable
29. Professional learning *(6b)*	100%	0.00%	0.00%
31.Contribution to professional learning by providing guidance and direction to Para educators, tutors, and volunteers (essential item) *(6b)*	100%	0.00%	0.00%
32. Ethical use of technology (essential item) *(6b)*	100%	0.00%	0.00%
36. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for PreK-12 students. (1c)	80.24%	19.76%	0.00%
37. Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for PreK-12 students. (1d)	85.77%	14.23%	0.00%
38. Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for PreK-12 students. (1e)	66.67%	33.33%	0.00%
39. Plan for and manage resources to provide active, fair and equitable learning experiences.	100%	0.00%	0.00%
40. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students. (3d)	100%	0.00%	0.00%
41. Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). (3e)	100%	0.00%	0.00%
42. Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results. (3f)	100%	0.00%	0.00%
43. Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives. (4b)	100%	0.00%	0.00%
44. Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities. (6c)	78.94%	21.06%	0.00%

General Education Summary: Not Applicable

Department: Physical Education and Human Performance

General Education LO Assessed: Not Applicable

Report Preparer: Tan Leng Goh