



Overview

Department: _Physical Education and Human Performance _____

Report Preparer: _Catherine Fellows _____

Program Name and Level: _BSED in Dance Education _____

Program Assessment Question	Response
<p>URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>http://web.ccsu.edu/dance/default.asp</p> <p><i>By the time of graduation, a student will demonstrate:</i></p> <ol style="list-style-type: none"> 1. Proficient level of skill and dance technique 2. Understanding and application of anatomy and kinesiology for dancers 3. The ability to plan and implement developmentally appropriate units of instruction in dance education 4. The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.
<p>LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., make LO more discrete, align LO with findings). If no changes were made, please report not applicable.</p>	<p>Dance Education (BSED) was approved October 2015 and first implemented in Spring 2016. These are new Learning Outcomes for the Dance Education Program.</p>
<p>Strengths: What about your assessment process is working well?</p>	<p>The department has developed a teacher preparation program for Dance Education that reflects the unit's conceptual framework, as well as national dance education standards. We prepare graduates who have the knowledge, skills, and dispositions to make a positive contribution in the life of each student they teach.</p> <p>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.</p>
<p>Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan can be reported here)</p>	<p>Due to the new implementation of our Dance Education program, we are continuing to develop and improve our assessment plan.</p>

LO 1. Proficient level of skill and dance technique	
1.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	LEARNING OUTCOME 1: <i>Skill and Dance Technique Rubrics –</i> The Skill and Dance Technique Rubrics will be completed in the following dance courses: Beginning/Intermediate Ballet, Beginning Modern Dance, and Modern Dance and Theory
1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Dance Education and Physical Education Faculty
1.3) Results: Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Due to the fact that this program has not had students enrolled for a full academic year, there is currently no data to analyze to date.
	Changes: Faculty will analyze data for all learning outcomes; however, will examine trend data before making any significant changes as a result of the assessment data collected.
LO 2. Understanding and application of anatomy and kinesiology for dancers	
2.1) Assessment Instruments: What is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	LEARNING OUTCOME 2: <i>Unit Plan Assessment –</i> The Unit Plan Assessment is completed in Dance Education Methods (DAN 477), approximately two semesters prior to student teaching. The primary purpose of this assessment is for students to plan a sequence of lessons that include: analysis of contextual information, alignment with Dance Education Standards, scope and sequence that outlines in sequential order what will be covered and how skills will be taught within the unit, skill and content analysis to identify the skill cues, practice tasks and applications for each skill in the unit, teaching methodologies to assist students in developing skills and assessment strategies that will be used to monitor student progress. *Emphasis placed on the how the skill is taught and the skill cues to ensure students understand and apply appropriate anatomy and kinesiology terminology.
2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Dance Education and Physical Education Faculty
2.3) Since the most recent full report, list: a. The conclusion(s) drawn	Conclusion: Due to the fact that this program has not had students enrolled for a full academic year, there is currently no data to analyze to date.

<p>b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Changes: Faculty will analyze data for all learning outcomes; however, will examine trend data before making any significant changes as a result of the assessment data collected.</p>
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LO 3. The ability to plan and implement developmentally appropriate units of instruction in dance education

<p>3.1) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>LEARNING OUTCOME 3: <i>EXIT PORTFOLIO ASSESSMENT –</i> The student teaching exit portfolio is an institutionally developed assessment completed during student teaching and in use at CCSU in various forms since 2004. The primary purpose of this assessment is to document impact on K-12 student learning. The exit portfolio requires candidates to plan and implement a sequence of 5 to 8 assessment driven lessons; document student learning via structured assessments and less formal daily analyses of student work; differentiate planning; and reflect on the efficacy of their instruction. The portfolio is scored by the student teacher’s university supervisor. Rubric element scores provide useful feedback to students and to program faculty about areas of strength and weakness for individuals and for the program.</p>
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<p>3.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).</p>	<p>Dance Education and Physical Education Faculty, as well as University Supervisors</p>
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<p>3.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion: Due to the fact that this program has not had students enrolled for a full academic year, there is currently no data to analyze to date.</p> <p>Changes: Faculty will analyze data for all learning outcomes; however, will examine trend data before making any significant changes as a result of the assessment data collected.</p>
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LO 4. The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels.

<p>4.1) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	<p>LEARNING OUTCOME 4: <i>STUDENT TEACHING EVALUATION –</i> The student teaching evaluation is designed to provide programs with information regarding the performance of the Teacher Candidates (TCs) 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 supervisor). Student performance is documented at each observation visit. The observation form is directly aligned with the final evaluation. The student evaluation is based on the Common Core of Teaching, as well as the SEPS Conceptual Framework. Key components include</p>
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	class management, planning, instruction, assessment, communication, professionalism, diversity, and professional reflection.
4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Dance Education and Physical Education Faculty, as well as University Supervisors
4.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Due to the fact that this program has not had students enrolled for a full academic year, there is currently no data to analyze to date.
	Changes: Faculty will analyze data for all learning outcomes; however, will examine trend data before making any significant changes as a result of the assessment data collected.