Submission Guidelines for INTERIM Assessment Reports (assessment results from AY 2016-17)

Guidelines:

1) *Submission deadline: October 2, 2017 30, 2016, early submissions are encouraged*
2) *Submit electronically to Yvonne Kirby (Director of OIRA) as an email attachment (ykirby@ccsu.edu)*
3) *Provide a SEPARATE REPORT for each academic program. All certificate and degree programs are required to be assessed per NEASC. Check the reporting calendar to see which certificate programs are considered embedded in a degree program as these programs do not need to be reported on separately.*
4) *An Interim report consists of the completed Overview report for the academic program and General Education Overview, if appropriate.*
    a. *If your department contributes to the General Education (GE) curriculum and has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7 in the GE report).*

Reminder: Assessment reporting is on a five-year cycle, consisting of a full report in year one followed by interim reports for three years and then a summary report is due in the fifth year. The assessment cycle is aligned with the Program Review Cycle such that the full assessment report is due the year prior to the year that the department will submit their program review report. Departments are not required to submit an assessment report for a program in the year the department is scheduled to begin writing the Program Review self-study (see Program Review Policy and Assessment Calendar). For example, if your program is scheduled for program review in Spring 2017 or Fall 2017 then only a Summary assessment report will be due for that program in Fall 2017 (report covering AY 2016-17 activities); this is necessary to comply with BOR requirements.   Departments that are accredited by an outside agency, and thus exempt from the Program Review Policy, should follow the guidelines for assessment reporting as described in this document and follow the Assessment Calendar. Where possible, the assessment cycle will be aligned with the accreditation cycle and a Summary report will be due in the year the self-study is due to the accrediting body.

Interim reports: complete ONLY the Overview for the program, complete with contribution to general education.
URL to Assessment website resources: http://web.ccsu.edu/oira/assessment/assessment_aap.asp

Overview: **The following questions are required by the Connecticut State Colleges and University Board of Regents, NEASC and the CCSU Academic Assessment Committee. These questions must be completed annually for all academic programs as well as all departments offering courses in general education. Submit a separate table for each program and for each general education learning outcome the department teaches.**

- You are encouraged to address the questions using bullet statements rather than paragraph form —full details should be included within the text of the full report when it is due, not in the Overview.
- **Interim reports**: the Overview should append clearly labeled data tables as appropriate - for both the academic program as well as general education.

Department: _ Physical Education and Human Performance

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Report Preparer: _ Carol M. Ciotto _____

Program Name and Level: __ BSED in Physial Education Teacher Education (PETE)

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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
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.	No LO changes have been made since our last assessment report
Strengths: What about 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 national physical education standards. 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 to many of the decisions regarding course and curriculum revisions that have been made so that we may better meet the needs of our students and provide continuous improvement and ensure success for all.
Improvements: What about your assessment process needs to improve? (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 2008 national physical education standards and have provided us with sufficient data that we then utilized for revision within and among courses in the physical education curriculum. Our physical education teacher preparation program received CAEP accreditation during our last review and provided us with some very useful feedback that was taken into consideration when looking at curriculum and program changes that could be made based on that review. However, since that submission the newly updated national standards for physical education were released and are now ready for use. Therefore, in preparation for our next accreditation cycle we have begun making additional curriculum and program revisions and have also begun to make changes to our essential assessments to better align with the 2016 national standards. As

	we carefully transition over to the new standards we will look at all available program data, comments from SPA reviewers, mandates, current trends and issues in physical education and the needs of our students to modify and or redesign curriculum and assessments within our program in order to ensure there is: alignment with state and national standards for accreditation, sufficient data to collect the pertinent information that will help drive appropriate curriculum revisions, make appropriate program improvements and ultimately, better prepare our students to plan, implement and assess learning so they graduate as successful and competent teachers. **Based on the data analysis and the recent SPA report received, the PETE program will continue to work on curricular and/or assessment revisions/changes to better align with the new 2016 standards

For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.

LO 1._ The ability to plan developmentally appropriate physical education lessons._____

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:** *UNIT PLAN ASSESSMENT* The Unit Plan assessment is completed in the Elementary Physical Education Methods course which is taken two semesters prior to our teacher candidates student teaching.The unit plan structure reflects the unit's conceptual framework and the 2008 national physical education standards. The primary purpose of this assessment is for candidates to plan a sequence of 5 lessons that include: analysis of contextual information, alignment with the national 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 finally, assessment strategies that will be used to monitor student progress.
1.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	PETE 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: The Unit Plan Assessment shows that 100% of the PETE candidates scored at either the acceptable or target levels on all 10 elements. However, assessment is an area that we continue to focus our efforts on in order to ensure our program is providing sufficient opportunities for teacher candidates to obtain the skills and knowledge needed to become an effective teacher.
	Changes: As a result of these findings the PETE faculty continues to infuse planning across the curriculum and has made several revisions to course content where planning is taught. PETE students 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. In addition, we have begun to introduce and embed edTPA elements (Planninf 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.

LO 2._ The ability to plan developmentally appropriate units of instruction in physical education.
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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 OUTCOMES 2 AND 3:** *EXIT PORTFOLIO ASSESSMENT -* The student teaching exit portfolio is an institutionally developed assessment that has been 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 PK-12 student learning. The exit portfolio's structure reflects the unit's conceptual framework and the national physical education standards. 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 regarding areas of strength and weakness for individuals and for the program. To meet the requirement of the state department of education the PETE program is currently in the process of phasing out the Exit Portfolio and transitioning over to the use of the Physical Education edTPA as an essential assessment for LO 2.
2.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	PETE Faculty
2.3) 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: The Exit Portfolio Assessment data table shows that 100% of the PETE candidates scored at either the satisfactory or advanced proficient level on 8 out of the 10 elements. However, 93.80% of those candidates scored at the advanced proficiency level in each of the elements within the assessment.
	Changes: Based on the exit portfolio data collected and analyzed, PETE candidates are being introduced to unit planning earlier in the program (PE 405) which provides them with additional opportunities for further development in the planning, implementation and assessment of student learning. Additionally, 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 units of instruction in the physical education setting at both the elementary and secondary levels.

LO 3:._ The ability to plan developmentally appropriate units of instruction in physical education.
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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.)	**LEARNING OUTCOMES 2 AND 3:** *EXIT PORTFOLIO ASSESSMENT -* The student teaching exit portfolio is an institutionally developed assessment that has been 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 PK-12 student learning. The exit portfolio's structure reflects the unit's conceptual framework and the national physical education standards. 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 regarding areas of strength and weakness for individuals and for the program. To meet the requirement of the state department of education the PETE program is currently in the process of phasing out the Exit Portfolio and transitioning over to the use of the Physical Education edTPA as an essential assessment for LO 2.
3.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	PETE Faculty
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)	Conclusion: The Exit Portfolio Assessment data table shows that 100% of the PETE candidates scored at either the satisfactory or advanced proficient level on 8 out of the 10 elements. However, 93.80% of those candidates scored at the advanced proficiency level in each of the elements within the assessment.
	Changes: Based on the exit portfolio data collected and analyzed, PETE candidates are being introduced to unit planning earlier in the program (PE 405) which provides them with additional opportunities for further development in the planning, implementation and assessment of student learning. Additionally, 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 units of instruction in the physical education setting at both the elementary and secondary levels.

LO 4._ The ability to demonstrate effective teaching strategies in the public school setting at the elementary and secondary levels. _____	
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.)	**LEARNING OUTCOME 4:** *STUDENT TEACHING EVALUATION* -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 teaching evaluation is based on the Common Core of Teaching, CT SEED and the national physical education standards. These references can be found on the document itself. Additionally, the Department of Physical Education and Human Performance has incorporated additional items that are specifically aligned with the national physical education standards. The comprehensive evaluation criteria focus on the following key components which include; class management, planning, instruction, assessment, communication, professionalism, diversity, and professional reflection.
4.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	PETE Faculty and 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: Based on the Student Teaching Evaluation data for the PETE Program, the criterion score average ranged between 88.77% and 97.66% at the elementary level and between 93.57% and 100% 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 new national standards that have been introduced as well the required Physical Education edTPA assessment.

	The use of a departmental lesson plan format is required within all skills and pedagogy courses. 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.
	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.
LO 5._____	
5.1) **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.)	
5.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	
5.3) Since the most recent full report, list:	Conclusion:
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes:

Interim reports: append clearly labeled supporting data tables, organized by LO

General Education Summary:

1. Summary only required for departments contributing to the General Education Curriculum.
2. If department contributes to more than one LO, complete one table for each LO.
3. If department has not conducted any assessment on GE but your faculty have contributed artifacts to the Multi-State Collaborative, please indicate which faculty have provided artifacts (item 7).
4. URL for the list of approved general education courses and LO/objectives:
   http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program

Department: _ Physical Education and Human Performance
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General Education LO Assessed: ___"Not Applicable"

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Report Preparer: _Carol M. Ciotto_____

General Education Question	Response
1) **Courses**: General Education course(s) taught and the LO(s) the course aligns with	**"Not Applicable"**
2) **Assessment Instruments**: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	**"Not Applicable"**
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO	**"Not Applicable"**
4) **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: **"Not Applicable"**
	Changes: **"Not Applicable"**
5) **Strengths**: List ways in which your assessment process is working well.	**"Not Applicable"**
6) **Improvements**: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	**"Not Applicable"**

7) Our department has not assessed its contribution to the General Education curriculum but our faculty are contributing to the Multi-State Collaborative. Please list faculty names.	**"Not Applicable"**

Interim reports: append clearly labeled supporting data tables, organized by LO

BSED in Physical Education Teacher Education (PETE)

Unit Plan Data Table

LEARNING OUTCOME 1

Unit Plan Items	AY 2014-2015 (Fall 2014 – Spring 2015) N=35		
	Unacceptable	Acceptable	Target
Unit Goals - 3.1	%	%	100%
Unit Goals - 3.2	%	7.14%	92.86%
Scope and Sequence - 3.6	%	%	92.86%
Skill/Content Analysis - 4.2	%	7.14%	92.86%
Teaching Methodology - 4.6	%	7.14%	92.86%
Assessment Strategies - 5.1	%	28%	72%
Assessment Strategies - 5.2	%	28%	72%
Technology	%	%	100%
Standards	%	7.14%	92.86%

BSED in Physical Education Teacher Education (PETE)

Exit Portfolio Assessment Data Table

LEARNING OUTCOMES 2 AND 3

Exit Portfolio Guiding Question	AY 2014-2015 (Fall 2014 – Spring 2015) N=35		
	Not Proficient	Satisfactory Proficiency	Advanced Proficiency
(1) Describe how the candidate identifies and analyzes contextual information critical to teaching the unit.	0.00%	23.55%	76.45%
(2) Describe how the candidate analyzes information and plans modifications or accommodations to meet the needs of Students A & B.	0.00%	16.78%	83.22%
(3) Describe how the candidate uses content knowledge, contextual knowledge and state/national standards to define appropriate unit goals/outcomes.	0.00%	13.71%	86.25%
(4) Describe how the candidate plans a daily structure for learning.	0.00%	11.63%	88.37%
(5a) Describe the candidate's daily class monitoring/assessment strategies.	0.00%	22.61%	77.39%

(5b) Describe the candidate's use of modifications and/or adaptations to meet learning needs of Students A & B.	0.00%	28.36%	71.64%
(5c) Describe the candidate's adjustment of instruction based on analysis of class performance.	0.00%	16.78%	83.22%
(6) Describe the candidate's design of summative assessment to assess student learning.	0.00%	25.72%	74.28%
(7) Describe the candidate's provision of feedback to students.	0.00%	31.66%	68.34%
(8) Describe the candidate's scoring and analysis of student work on a summative assessment.	0.00%	29.14%	70.86%
(9) Describe the candidate's use of reflection on practice to articulate strategies that are related to improvement of instruction and student learning.	0.00%	28.36%	71.64%
(10 Describe how the candidate identified available community resources that enhance physical activity opportunities for students.	0.00%	13.71%	86.29%

BSED in Physical Education Teacher Education (PETE)

Student Teaching Evaluation Data Table

LEARNING OUTCOME 4

Factor	AY 2014-2015 (Fall 2014, Spring 15) N=35

	Elementary Placement	Secondary Placement
Classroom Environment	90.94%	94.74%
Planning	88.77%	94.04%
Instructions	92.23%	94.74%
Assessing for Learning	86.55%	93.57%
Communication	94.74%	100.00%
Professionalism	96.78%	98.21%
Student Diversity	92.98%	94.74%
Self –Evaluation and Reflection	97.66%	98.25%