

SUMMARY Report (Assessment results from AY 2017-18)

Program Summary

Department: Physical Education

Report Preparer: Carol Ciotto

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

Program Assessment Question	Response
<p>URL: Provide the URL where the learning outcomes (LO) can be viewed</p>	<p>http://web.ccsu.edu/NEASC_5year_Files/education/PhysEd_BSED.pdf <i>By the time of graduation, a student will demonstrate:</i></p> <ol style="list-style-type: none">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.
<p>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.)</p>	<p>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 2017 national physical education standards. The primary purpose of this assessment is for candidates to plan a sequence of 3-5 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</p>

skills and finally, assessment strategies that will be used to monitor student progress.

LEARNING OUTCOMES 2 AND 3: edTPA PORTFOLIO ASSESSMENT

The edTPA is an assessment that beginning in Fall 2018 is required by the Connecticut State Department of Education to be completed by all teacher candidates during their student teaching experience. 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.

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 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 SHAPE America 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.
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	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)	<p>LEARNING OUTCOME 1: UNIT PLAN ASSESSMENT</p> <p>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 continues to be an area that we 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.</p> <p>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. 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</p>

authentic opportunities for students to engage in the planning process.

LEARNING OUTCOMES 2 AND 3: edTPA PORTFOLIO ASSESSMENT

Conclusion: The edTPA Portfolio Assessment is a newly administered assessment 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. Although the data table shows that 100% of the PETE candidates scored below the target score of 3.0 for each individual rubric and below a 3.0 for an overall average score, we believe this is a result of limited exposure to the edTPA and a need for curricular changes to occur in order to better prepare them and not necessarily a true indication of our teacher candidates' ability to plan, instruct and assess student learning. These scores being the first edTPA scores for our program provide faculty with a starting benchmark and clear snapshot of each element of the edTPA and the work we need to do within our program to better address our students needs to be successful on the edTPA moving forward.

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.

LEARNING OUTCOME 4: STUDENT TEACHING EVALUATION

Conclusion: Based on the Student Teaching Evaluation data for the PETE Program, the criterion score average ranged between 91.55%

	<p>and 99.09% at the elementary level and between 92.62% 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.</p> <p>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.</p>
<p>5) Strengths: List ways in which your assessment process is working well.</p>	<p>The PETE department has developed a teacher preparation program that reflects the unit’s conceptual framework as well as the SHAPE America 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 with the exception of the edTPA 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.</p>

	<p>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.</p>
<p>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).</p>	<p>The assessments we have been utilizing have provided us with appropriate data and are aligned with the new 2017 SHAPE America national physical education standards and have provided us with sufficient data that we then utilize for revision within and among courses in the physical education curriculum. Our physical education teacher preparation program received CAEP accreditation during our last review under the 2008 national standards 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. Since that submission the newly updated national standards for physical education were released and therefore, in preparation for our next accreditation cycle we made several curriculum and program revisions as well as making adjustments to our key assessments to better align with the 2017 SHAPE America national standards. As we carefully transitioned over to the new standards we have closely looked 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</p>

	<p>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.</p>
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BSED in Physical Education Teacher Education (PETE)

Unit Plan Data Table (Fall 2017 – Spring 2018)

LEARNING OUTCOME 1

Unit Plan Items	AY 2017-2018 (Fall 20167– Spring 2018) N=35		
	Unacceptable	Acceptable	Target
Unit Goals - 3.1	%	%	100%
Unit Goals - 3.2	%	5.77%	94.23%
Scope and Sequence - 3.6	%	8.69%	91.31%
Skill/Content Analysis - 4.2	%	4.85%	95.15%
Teaching Methodology - 4.6	%	9.33%	90.67%
Assessment Strategies - 5.1	%	16.89%	83,11%
Assessment Strategies - 5.2	%	10.71%	89.29%
Technology	%	%	100%
Standards	%	5.15%	94.85%

BSED in Physical Education Teacher Education (PETE)

edTPA Data Table (Fall 2017 – Spring 2018)

LEARNING OUTCOMES 2 AND 3

Last Name	First Name	Program	Term/Year	Level	Rubric 1: Planning for Submit Specific Understanding	Rubric 2: Planning to Support Varied Student Learning	Rubric 3: Using Knowledge of Students to Inform Teaching & Learning	Rubric 4: Academic Language: Identifying & Supporting Language Development	Rubric 5: Planning Assessments to Monitor & Support Student Learning	Rubric 6: Instruction: Learning Environment	Rubric 7: Instruction: Engaging Students in Learning	Rubric 8: Instruction: Deepening Student Learning	Rubric 9: Instruction: Subject-Specific Pedagogy: Using Representations	Rubric 10: Analyzing Teaching Effectiveness	Rubric 11: Assessment - Analysis of Student Learning	Rubric 12: Assessment - Providing Feedback to Guide Learning	Rubric 13: Assessment - Student Use of Feedback	Rubric 14: Academic Language - Analyzing Students' Language Use	Rubric 15: Analyzing Teaching - Using Assessment to Inform Instruction	Total Score	Overall Average
	MATEO	Physical Ed	SP 17	UG	3	2	2	2	1	1	1	1	1	1	2	2	1	2	1	1	1
CHIIASSON	MEGAN	Physical Ed	SP 17	UG	3	3	3	2	1	1	2	1	2	3	1	1	1	1	1	1	1
DESANTI	MICHELE	Physical Ed	SP 17	UG	3	3	2.5	3	1.5	3	3	4	2.5	3	1	3	2.5	2	3	41	2.67
FREY	JAMES	Physical Ed	SP 17	UG	3	3	2	2	3	3	2	2	3	2	1	1	1	1	1	31	2
HOLME	NATHAN	Physical Ed	SP 17	UG	3	3	3	3	2	1	1	1	1	2	1	1	1	1	1	1	1
KUBA	ASHLEA	Physical Ed	SP 17	UG	1	1	1	1	1	2	1	2	1	2	1	1	1	2	1	1	1
LADAS	PETER	Physical Ed	SP 17	UG	2	3	2	3	3	3	2	3	3	1	2	3	1	3	3	37	2.47
MANDILE	FRANCESC	Physical Ed	SP 17	UG	1	1	1	1	1	2	2	2	3	2	1	1	1	1	1	1	1
MASHIAK	ELIZABETH	Physical Ed	SP 17	UG	3	3	3	2	2	2	2	2	2	2	3	2	2	2	2	34	2.27
MCVEY	KENYA	Physical Ed	SP 17	UG	3	3	3	2	2	3	2	3	3	2	1	1	1	1	1	1	1
MURAWSKI	LISA	Physical Ed	SP 17	UG	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
SAHIN	NAA LOM	Physical Ed	SP 17	UG	3	3	4	4	3	1	1	1	1	1	1	1	1	1	1	27	1.8
SZWED	ALEX	Physical Ed	SP 17	UG	4	3	3	3	3	4	3	2	3	3	1	3	3	3	3	44	2.93
CANOVA	ARTHUR	Physical Ed	Sp18	UG	3	3	3	3	1	3	3	3	2	2	G	G	G	3	G	1	1
CASTELLI	TIMOTHY	Physical Ed	Sp18	UG	3	2.5	2	2.5	2.5	3	3	4	3	2.5	3	3	2	2	2	41	2.67
CHAMBER	CASSIDY	Physical Ed	Sp18	UG	3	4	3	2	3	4	3	4	3	3	3	3	2	2	2	44	2.93
CIANCIOLO	JOSEPH	Physical Ed	Sp18	UG	1	2	3	2.5	2	3	3	3	3	2.5	1.5	3	2	1.5	2	35	2.33
CORREIA	KAYCEE	Physical Ed	Sp18	UG	2	3	3	3	3	2	3	2	3	2	3	1	2	2	3	36	2.4
CRANDALL	JOHN	Physical Ed	Sp18	UG	3	3	2	3	3	3	3	3	3	4	3	3	2	3	3	44	2.93
MENDELS	BRITTANY	Physical Ed	Sp18	UG	3	3	3	3	2	3	3	2	2	2	2	3	2	2	2	37	2.47
NICOLARI	MATTHEW	Physical Ed	Sp18	UG	3	3	2	3	2	1	2	3	1	2	2	2	3	2	3	34	2.27
ORANGE	DARICK	Physical Ed	Sp18	UG	3	3	2	3	2	4	3	4	3	3	3	3	2	2	3	43	2.87
RUGLIO	ANTHONY	Physical Ed	Sp18	UG	3	3	2	2	2	2	3	3	3	2	2	2	2	E	E	1	1
ZADROZNY	EILEEN	Physical Ed	Sp18	UG	2	3	2	2	2	3	3	2	3	2	3	3	2	2	2	36	2.4
KENT	TIMOTHY	Physical Ed	Sp18	UG	3	3	3	3	3	3	3	4	3	3	3	3	3	2	3	45	3
LAZUR	EVAN	Physical Ed	Sp18	UG	3	3	3	2	3	3	2	2	3	2	3	2	2	1	1	35	2.33
BLACK	RONALD	Physical Ed	Sp18	UG	3	3	2	3	2	3	4	4	3	3	2	4	2	4	2	44	2.93
ELVAS	BRANDON	Physical Ed	Sp18	UG	3	3	3	3	3	4	4	4	3	3	3	4	3	3	3	38	2.53
QUIRION	BRENDON	Physical Ed	Sp18	UG	3	3	2	2	3	3	2	2	3	2	2	2	1	2	2	49	3.27
					2.85	2.94	2.60	2.62	2.38	2.77	2.54	2.73	2.60	2.33	2.15	2.46	1.85	2.15	2.09		

BSED in Physical Education Teacher Education (PETE)

Student Teaching Evaluation Data Table (Fall 2017 – Spring 2018)

LEARNING OUTCOME 4

Factor	AY 2016-2017 (Fall 2017, Spring 2018) N=28	
	Elementary Placement	Secondary Placement
Classroom Environment	93.68%	92.62%
Planning	97.25%	97.13%
Instructions	94.76%	94.89%
Assessing for Learning	91.15%	92.77%
Communication	93.94%	100.00%
Professionalism	97.18%	98.84%
Student Diversity	92.16%	93.45%
Self –Evaluation and Reflection	98.09%	99.31%

General Education Summary: ***Not Applicable***

Department: Physical Education and Human Performance

General Education LO Assessed: Not Applicable"

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