



CONNECTICUT SEED  
Student and Educator Support Specialists  
Guidance Document

Physical Education Teachers

---

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED teacher evaluation system to Professional **Physical Educators**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not necessarily have traditional classrooms or schedules, but often serve the entire student population of students, or a large proportion thereof. In addition, standardized scheduling, assessments are not usually available for their content areas for measurement of student progress, as well as other considerations that distinguish the conditions of teachers of Health Education from most other subjects and providers of student and family support services. The following document provides guidance on the evaluation of comprehensive **Physical Educators** in public school settings.

# Physical Education

This document provides guidance to administrators, Content Area Specialist and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED teacher evaluation system to **Physical Education**. Physical Education teachers are those individuals who provide instruction and conduct an assessment of the physical education standards defined in the Connecticut State Department of Education's (CSDE) *Healthy and Balanced Living Curriculum Framework* for public K-12 students. The following document provides guidance on the evaluation of **Physical Education Teachers** in public school settings.

## Overview

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- has learned the skills necessary to perform a variety of physical activities
- knows the implications of and the benefits from involvement in physical activities
- does participate regularly in physical activity
- is physically fit
- values physical activity and its contributions to a healthful lifestyle

<http://dese.mo.gov/divimprove/curriculum/hp/documents/pe-NASPE-StandardsandOutcomes-Draft-020613.pdf>

**Most commonly used names** in the district are:

- Physical educator
- Physical education teacher
- Adapted physical education teacher
- Wellness teacher
- Wellness educator
- Health/Physical education teacher

**Role of Connecticut-Certified Physical Education Teacher (044)** in the district is: to provide comprehensive physical education in a planned, on-going and sequential manner. Physical education is mandated by Connecticut General Statutes (CGS 10-16b) course of study for all public K-12 students.

The responsibilities of the **Adapted Physical Education Teacher** may be in addition to those of the physical education teacher. Some schools and local districts employ teachers whose role is dedicated to providing assessment and instructional services for students with special needs. Adapted Physical Education services may be on a caseload basis, in individual, small group or inclusive class settings, or a combination of any or all of these configurations.

**Connecticut-Certified Physical Education Teacher (044) Professional Responsibilities**

- Content and Essential Skills
- Planning
- Instruction
- Classroom management
- Assessment
- Professional Growth and Development

**Context/Conditions of Physical Education**

Physical education and physical education teachers share many commonalities with other subjects and teachers of those subjects. However, physical education instruction is delivered and managed in an environment that is unique. Physical education is a discipline that is based in physical movement and the development of the physical domain integrated with the cognitive and affective domains. Some instructional methodologies are unique to the physical environment. It is highly recommended that evaluators of physical education teachers be familiar and expert in the physical education curriculum, setting, and discipline-specific methodologies.

- **Scheduling**

Wide variation exists in scheduling of physical education instruction from one grade level to another and from district to district. While teachers of most other subjects and those in self-contained classrooms are responsible for a single or small number of classes of students at the elementary level, the physical educator maintains a schedule of typically from six to ten classes of different students in various grades daily, and 30 to 50 classes of students per week. In many cases, physical education teachers do not have regularly scheduled preparation periods. In middle and high schools, students and classes are usually scheduled two or three times per week. Rarely does the physical educator see students daily, and in such cases, daily physical education is scheduled for a fraction of the school year, such as for a quarter of the year or on a rotating schedule with health education.

- **Number of students**

Typically, the physical educator at the elementary level is responsible for teaching all students in the school. The physical educator is usually responsible for instruction of a large percentage of the middle and high school student populations as well. The responsibilities of the adapted physical education teacher may be in addition to those of the physical education teacher. Some schools and local districts employ teachers whose role is dedicated to providing assessment and instructional services for students with special needs. The adapted physical educator may, in some situations, supervised and evaluated by a special education evaluator and sometimes by the administrator of physical education.

- **Itinerant services**

Commonly, the physical educator's schedule is of an itinerant nature, particularly at the elementary level, with the teacher assuming a schedule of instruction at two or more schools, thus carrying responsibility for a large number of students – often all students -- in more than one school. It is not uncommon for an itinerant physical education teacher to have instructional responsibilities in more than one school on a single day.

- **Mentorship support**

Because the physical educator is often the only person in her or his discipline in a school, availability of an appropriate mentor is often problematic. Mentors who are teachers of other subjects tend to be assigned to physical educators. For discipline-specific mentorship, the physical educator often must rely on a relationship with a mentor who is assigned to a different school and sometimes to a different grade level.

- **Adherence to Physical Education legislation**

Connecticut state statute requires that physical education be provided in a planned, ongoing and systematic program of instruction, taught by appropriately certified teachers.

- **Accessibility to evidence-based instructional materials**

*and*

- **Accessibility to content-specific professional growth and development opportunities to meet statute requirements**

Teachers of physical education should be provided with and afforded opportunity to engage in professional growth and development related to their content area, and should have equal access to evidence-based instructional materials, technology and equipment that is appropriate to provision of quality teaching, assessment and student learning.

### **Supervision and Observation of Connecticut-Certified Physical Education Teacher (044)**

Certified Physical Educators should be supervised and evaluated by a professional who has certification in both administration and physical education. Physical educators should be evaluated based on delivery of *Connecticut Framework for Healthy and Balanced Living* which serves as a foundation of best practice in the field. Evaluators should also look for the following abilities in a certified physical educator as recommended by Connecticut's Common Core of Teaching (CCT) and the National Association for Sport and Physical Education (NASPE): assess needs, assets and capacity for physical education, plan physical education curriculum, implement physical education curriculum, conduct evaluation and research related to physical education, administer and manage physical education, serve as a physical education resource, and communicate and advocate for physical education and health education.

**Recommendations for Customizing the Observation Rubric**

The annual performance evaluation of professional physical educators should accurately reflect the unique professional training and practices of their field of practice. These written evaluations should use forms and tools specifically designed for professional physical educators, based on documents such as those adapted from the SEED evaluation rubrics, sources of evidence documents, student learning objectives samples, and observation checklists by the Physical Education Teacher Evaluation Advisory Group for use in support and evaluation of physical education teachers.

**Recommendations for Student, Parent and Peer Feedback:**

It is recommended that the school and district utilize information gathered from the Connecticut School Climate Survey or customize a survey that focuses on the best practices and unique contribution that physical education and physical educators make to the comprehensive education and overall health and well-being of students.



**Student Learning Objective (SLO) Form**

Teacher:	Administrator:	
SLO Title: Locomotor Skills	Grade: 2	Date:
Content Area: Physical Education	School:	

**Student Learning Objective**  
*What is the expectation for student improvement related to school improvement goals?*

SLO Focus Statement:

**Students will** successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control. (Reference Laban’s Movement Framework and Wheel)

**Baseline – Trend Data**  
*What data were reviewed for this SLO? How do the data support the SLO?*

During the first few classes of the term, students will be observed and pre-assessed on 5 different locomotor skills (skipping, galloping, hopping, running, and walking). Data is collected using a performance-based rubric. Based on the previous year’s data, students will demonstrate progress in the variety of ways students use locomotor movement in advanced game-like situations.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year \_\_\_% of students can perform all 5 locomotor skills at level 3-Proficient.

**Student Population**  
*Who are you going to include in this objective? Why is this target group/class selected?*

All students in Grade 2 will be included in this objective.  
Locomotor skills are an age-appropriate skill set and students in Grade 2 need to learn to advance this skill into more complex movement patterns.

**Standards and Learning Content**  
*What are the standards connected to the learning content?*

**Standards addressed:**

**CT HBLCF Standard 9:** Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.  
**P.9.2** Demonstrates the ability to stop and start on a signal, combine sequences of several motor skills in an organized way and move through an environment with body control.

**NASPE Standard (2013) 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

*Possible connections* [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

**CCSS ELA/Literacy:** College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

Example: Ask students, "How is the jump different than the hop? How are they the same?"

**CCSS ELA/Literacy** Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Example: Describe, listen to others, and discuss with a partner and small groups, "How is the jump different than the hop? How are they the same?" Deeper questions can be cued by the teacher as appropriate.

**CCSS Mathematics:** Grade 2 Operations and Algebraic Thinking. Work with equal groups of objects to gain foundations for multiplication 3. Determine whether a group of (objects/movements) has an even or odd number of (members/steps or beats).

Suggested activity: Students are asked to create a movement pattern using skip, hop and slide step using 18 movements in continuous combination. \*Grade 1 would be 9 continuous movements.

Example: Demonstrate a pattern of skip, hop, slide step with 36 movements. Can you make each movement the same number of steps?

**Interval of Instruction**

*What is the time period that instruction for the learning content will occur?*

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data of the students' skills.

Formative assessments will be given periodically throughout the year to measure present level of ability and progress, and a summative assessment will be conducted in June to measure the student's yearly growth.

**Assessments**

*How will you measure the outcome of your SLO?*

The performance-based rubric will be used to assess the locomotor skills of Grade 2 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Task, Assessment Protocol, Assessment Rubric, and Assessment Score Sheet]



**Indicators of Academic Growth and Development (IAGDs)/Growth Targets**  
*What are the quantitative targets that will demonstrate achievement of the SLO?*

At the end of the year \_\_\_% of students will perform all 5 locomotor skills at level 3-Proficient or higher.

**Level 3 Proficiency** is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

**Instructional Strategies/Supports**

*What methods will you use to accomplish this SLO? How will progress be monitored?  
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Student Perspective Focus Statement will be displayed and reviewed during each instructional session:

**I can** successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control.

**Student Learning Objective (SLO) Form**

Teacher:	Administrator:	
SLO Title: Components of Physical Fitness	Grade: 8	Date:
Content Area: Physical Education	School:	

**Student Learning Objective**  
*What is the expectation for student improvement related to school improvement goals?*

SLO Focus Statement:

**Students will** understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks throughout the school year.

**Baseline – Trend Data**  
*What data were reviewed for this SLO? How do the data support the SLO?*

The data reviewed for this SLO is a pre-test given to the students at the beginning of the year to assess their level of understanding for the components of fitness. Data is collected using a performance-based rubric. Based on the data, students will demonstrate progress throughout the year toward their understanding and application of the components of fitness.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

At the beginning of the year \_\_\_% of students performed at Level 3-Proficient on the assessment.

**Level 3 Proficient:** Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

**Student Population**  
*Who are you going to include in this objective? Why is this target group/class selected?*

All students in Grade 8 will be included in this objective.

Students in Connecticut public schools are administered the Connecticut Physical Fitness Assessment. This test measures students' abilities in muscular strength, muscular endurance, flexibility and cardiovascular endurance (components of fitness). It is important and age-appropriate that each student fully understand and is able to apply the elements of each component.

**Standards and Learning Content**  
*What are the standards connected to the learning content?*

**Standards assessed:**

**CT HBLCF (2006) Standard 12: Physical Fitness.** Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

**M.12.1.** Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component.

(addressed in HBLCF E.12.1, developmentally elevated to M.12.1 for this assessment task.)

**NASPE (2013) Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

*Possible connections* [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

**CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grade 6-8**

**RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

**CCSS Math: K-12 Standards for Mathematical Practice 5.** Model with mathematics. Mathematically proficient students: Model problem situations symbolically, graphically, and contextually. Connect and explain the connections between different representations. Use all the different representations as appropriate to a problem context.

Example linking ELA/Literacy and Math with Physical Education: Students accurately link the task performed with one of the specific components of fitness. Students accurately explain their alignment of tasks and fitness components.

#### Interval of Instruction

*What is the time period that instruction for the learning content will occur?*

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data.

Formative assessments will be given periodically throughout the year to measure present level of understanding and progress.

A summative assessment will be conducted in June to measure students' yearly growth.

#### Assessments

*How will you measure the outcome of your SLO?*

The performance-based rubric will be used to assess the understanding of the components of fitness of all Grade 8 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Protocols, Assessment Rubric]

**Indicators of Academic Growth and Development (IAGDs)/Growth Targets**  
*What are the quantitative targets that will demonstrate achievement of the SLO?*

At the end of the year \_\_\_% of students will perform at Level 3-Proficient on the assessment.

**Level 3 Proficient:** Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

**Instructional Strategies/Supports**

*What methods will you use to accomplish this SLO? How will progress be monitored?  
 What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Visually Display Student Perspective Focus Statement:

**I can** understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance).

Progress will be monitored using

- self check
- peer assessment
- formative assessments administered by the teacher

Professional Resources and Support Needed to Achieve This Objective:

- Class scheduling that is conducive to student acquisition of knowledge and skills related to understanding and application of the elements of the 4 main components of fitness
- Opportunity to attend professional development for review and updating of information and methodology related to physical fitness education and assessment

**Student Learning Objective (SLO) Form**

Teacher:	Administrator:	
SLO Title: <b>Racquet Sports Performance Analysis</b>	Grade: <b>9-12</b>	Date:
Content Area: <b>Physical Education</b>	School:	

**Student Learning Objective**

*What is the expectation for student improvement related to school improvement goals?*

SLO Focus Statement:

**Students will** utilize proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

**Students will** watch, analyze and write a one-paragraph summary of a peer’s performance to aid in performance improvement.

**Baseline – Trend Data**

*What data were reviewed for this SLO? How do the data support the SLO?*

At the start of the year (or unit), students will take a pre-assessment. Student’s performance during the modified racquet activity will be graded with a peer-assessment skill rubric. Student summaries will be graded by the teacher using a holistic rubric. The data supports the SLO by providing a baseline measurement for future assessments in order to provide valid evidence of growth at the end of the year.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

Using the holistic rubric at the beginning of the (year, term or unit – see Interval of Instruction options) \_\_\_% of students scored at Level 3-Proficient on the pre-assessment.

**Student Population**

*Who are you going to include in this objective? Why is this target group/class selected?*

All of the students in Grade 10 will be included in this objective.

Focusing on shot placement and selection is a developmentally appropriate activity for sophomores to practice. Skills learned can transfer to multiple activities. Shot selection can be applied to any racquet sport (i.e. badminton, tennis, and racquetball).

**Standards and Learning Content**

*What are the standards connected to the learning content?*

**Standards addressed:**

**CT HBLCF (2006) Standard 9: Motor Skill Performance.** Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

**H.9.4.** Develop advanced skills in selected physical activities.

**NASPE (2013) Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**CT HBLCF (2006) Standard 10: Applying Concepts and Strategies.** Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

**H.10.1.** Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.

**NASPE (2013) Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

*Possible connections* [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

**CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grades 9-12.**

W.9. Draw evidence from informational texts to support analysis, reflection, and research.

Example: Students will be given a sheet with the following criteria identified:

You will be required to write a paragraph that has five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.

**CCSS Math: K-12 Standards for Mathematical Practice 8.** Look for and express regularity in repeated reasoning. Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results.

Example: Categorize and collect data on offensive shots and on the success of opponents in returning the shots. Analyze the types of shots used and their statistical effectiveness.

#### Interval of Instruction

*What is the time period that instruction for the learning content will occur?*

Depending on the curriculum structure and scheduling configuration, multiple instructional interval options exist for this SLO. The interval must align with the frequency and duration of instructional episodes and curriculum focus.

Instructional Interval Examples:

Interval of Instruction 1:

- A pre-assessment will be implemented in September to collect baseline data of the students' skills.
- Students participate in number of different racquet units (badminton, pickleball, tennis) throughout the course. At the end of each unit students take a formative assessment to check progress.
- A summative assessment will be conducted in June to measure the student's yearly growth.

Interval of Instruction 2:

- Instead of multiple units, students participate in one quality racquet unit.
- Students still complete a pre-assessment, formative assessments, and a summative assessment to measure growth.

**Assessments**

*How will you measure the outcome of your SLO?*

**Assessment Task:** Students will be peer assessed on the use of offensive shot selection during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in a racquet activity (example: badminton). Students will analyze their partner’s performance based upon the performance-based assessment rubric and videotaped footage. A 5-8 sentence paragraph will be created utilizing discipline specific vocabulary in order to describe and provide constructive feedback to improve future performance. The summaries will be graded using a holistic rubric. Students will do this task for the pre-assessment and summative assessment. [See Assessment Task, Performance and Analysis Rubrics]

**Indicators of Academic Growth and Development (IAGDs)/Growth Targets**

*What are the quantitative targets that will demonstrate achievement of the SLO?*

Using the holistic rubric\*, by the end of the (year, term or unit – see Interval of Instruction options) \_\_\_% of students will score at Level 3-Proficient or higher.

\*The holistic rubric combines the 2 rubrics below: skill rubric (performance-based) and analysis rubric (summary).

**Skill Rubric:**

Level	Hitting Placement	Shot Selection
<b>4 Exemplary</b>	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
<b>3 Proficient</b>	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
<b>2 Developing</b>	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
<b>1 Below Standard</b>	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
<b>0</b>	Violates safety procedure and/or does not complete the task	

**Analysis Rubric:**

Level	Analysis
<b>4 Exemplary</b>	Five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.
<b>3 Proficient</b>	Incorporates 4 of the 5 indicators listed above.
<b>2 Developing</b>	Incorporates 3 of the 5 indicators listed above.
<b>1 Below Standard</b>	Incorporates 1-2 of the 5 indicators listed above.
<b>0</b>	Violates safety procedure and/or does not complete the task

**Instructional Strategies/Supports**

*What methods will you use to accomplish this SLO? How will progress be monitored?  
What professional learning/supports do you need to achieve this SLO?*

Teaching methods and strategies include:

- Application of prior knowledge
- Question & answer
- Modeling & Mimicking
- Guided practice
- Group practice
- Reteaching
- Flexible grouping
- Exploration
- Peer teaching
- Scaffolding questions
- Formative assessment activities
- Teaching by invitation
- Intratask variation
- Closure

Visually Display Student Perspective Focus Statements:

**I can** use proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

**I can** watch and analyze a peer's performance, along with writing a one-paragraph summary to help them improve.

Progress will be monitored using

- self checks
- peer assessment
- formative assessments administered by the teacher



Physical Education Teacher Evaluation Advisory Group

Ellen Benham  
Director of Curriculum, Instruction and Assessment  
Bristol Public Schools

Rosemarie Bonner  
Health and Physical Education Supervisor  
West Hartford Public Schools

Marvin Christley  
Physical Education Instructional Leader  
Hyde Academy, New Haven Public Schools

Carol Ciotto  
Assistance Professor,  
Central Connecticut State University

Brian Frazier  
Health, Physical Education and Unified Arts Supervisor  
Stratford Public Schools

Phyllis Jones  
Health and Physical Education Coordinator  
Region 10 Burlington/Harwinton Public Schools

Edward Manfredi  
Health and Physical education Department Head  
Farmington Public Schools

Cheryl Quick  
Physical Education Teacher  
Stratford Public Schools

Patricia Pursell  
Physical Education Instructional Leader  
Wallingford Public Schools

CSDE Consultant:

Jean Mee, Ed.D

Resources

Connecticut State Department of Education (2010). Common Core of Teaching (CCT) Foundational Competencies.

Connecticut State Department of Education. Common Core of Teaching (CCT) Discipline-Specific Competencies for Teachers of Physical Education

Connecticut State Department of Education (2006). Healthy and Balanced Living Curriculum Framework for Comprehensive School Health Education and Comprehensive Physical Education.

National Association for Sport and Physical Education. Professional Standards for Teachers of Physical Education.

