

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

School of Kinesiology Recreation and Sport

Program 587 Physical Education

Dr. Keri Esslinger keri.esslinger@wku.edu 270-745-6038

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1:

Scientific and Theoretical Knowledge: WKU 587 majors know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Instrument 1 | Direct: PE 111 Rhythms Routine

Instrument 2 | Direct: PE 212 Skills Testing

Instrument 3 | Direct: PE 320 KTIP lesson plan

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2:

Skill-Based and Fitness-Based Competence: WKU 587 Majors are physically educated individuals with the knowledge and skills necessary to demonstrate and/or assess competent movement performance, health-enhancing and lifetime fitness courses

Instrument 1 | Direct: PE 111 Rhythms Routine

Instrument 2 | Direct: PEMS 322 Observation and On-site Evaluation – Unable to complete due to COVID

Instrument 3 | Direct: PE 391 Lesson Plan/Peer Teaching

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3:

Planning and Implementation: WKU 587 Majors plan and implement developmentally appropriate learning experiences that address the diverse needs of all students and, when applicable, are aligned with local, state and national standards.

Instrument 1 | Direct: PE 320 KTIP lesson plan

Instrument 2 | Direct: PE 391 Lesson Plan/Peer Teaching

Instrument 3 | Direct: PEMS 322 Observation and On-site Evaluation

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

*** This statement was from Spring of 2020

Although goals related to the student learning outcomes were met, changes to the curriculum were proposed in the spring of 2019 and implemented effective Fall 2019. Some of these revision included incorporating a new core curriculum to be used by all undergraduate initial teacher certification programs at the University. In addition, the credit hours of several courses, such as PE 111, were expanded, to allow for removal of other course. As such, we do not have plans to make further major curriculum adjustments in the near future. Rather we plan to maintain the current assessments for a standard of measure to ensure any changes we have made in the curriculum are not making a negative impact. Once we have determined that, we will address the goals of our new curriculum going forward. Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. We will continue to monitor outcomes and instruments.

New Fall of 2020 Statement

As stated prior, the changes to the curriculum have impacted our implementation and our ability to demonstrate our SLO. However, many of our SLO were carried over into the new curriculum as a way to maintain continuity and for accreditation purposes. While we do not have course data for some of the instruments for a few of the Student Learning Outcomes, we do have the evidence of those outcomes in student work which we have attached. The evidence in the future for these instruments and outcomes will look slightly different as we have had 2 faculty retire, but the objectives and assessments are the same. Therefore, if there is any question as to why we may have data or evidence prior to a course being taught, or offered, or even prior to the Assurance of Learning document, we can assure that we have had these in place for many years and we in no way are trying to mis-represent our program.

Thank you,

Physical Education

Student Learning Outcome 1

| | | | |
|--|---|---------------------------------|---|
| Student Learning Outcome | Scientific and Theoretical Knowledge: WKU 587 majors know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals. | | |
| Measurement Instrument 1 | PE 111 Rhythms Routine Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent Achieving Target | Unknown - course hasn't been taught since SLO implemented. However, this SLO has been in place and was an expectation. Therefore, the expected percentage achieving the target was above 90% prior to this year. Evidence of prior SLO is included. |
| Methods | Present rehearsed movement sequences and stunts, which demonstrate content knowledge of gymnastic-like body management skills and movement concepts. | | |
| Measurement Instrument 2 | PE 212 Skills Testing Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent Achieving Target | Unknown - course hasn't been taught since SLO implemented. However, this SLO has been in place and was an expectation. Therefore, the expected percentage achieving the target was above 90% prior to this year. Evidence of prior SLO is included. |
| Methods | Skills Test Performance Criteria: The student will be able to demonstrate content knowledge based on what is discussed during the length of the course and should understand physical education content and disciplinary concepts related to the development of a physically educated person. | | |
| Measurement Instrument | PE 320 KTIP lesson plan Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent Achieving Target | 100% after resubmission. Initial scoring was 94%, 88%, 94% and 88% of students scoring at 3 or above. |
| Methods | A fully developed KTIP lesson plan with adaptations and modifications appropriate to secondary students. Task: The student in physical education must be aware of student diversity in the gym before they can adequately prepare instruction that will impact all learners. Understanding the diversity in the gym allows the pre-service teacher to effectively adapt and modify instruction to address individual skill development, individual needs and to communicate high expectations for all learners using a variety of strategies and methods to teach and assess student learning. The students will fully develop a KTIP lesson plan within a three lesson unit that will address specific learning needs of students within the field placement. The student will teach this lesson and include the accommodations in the field class. After teaching, the student will analyze the impact on student learning. Product Guidelines: The KTIP lesson should include: | | |

| | | |
|---|--|----------------|
| | <ul style="list-style-type: none"> • Detailed descriptions of special needs of students, including those with IEPs, GSSP classification, diverse ethnic backgrounds, varying skill ability levels, or any other diversity factor that might affect the learning of content. • Strategies within the procedures for teaching that would enhance learning for the identified students • Assessment modifications to meet the needs of the identified students • Lesson should be word processed, size 12 font • Impact of learning statement and extensions/revisions for improving learning. | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | |
| <p>Currently we have just made changes to the curriculum so we do not have plans to make adjustments. Rather we plan to maintain the current assessments for a standard of measure to ensure any changes we have made in the curriculum are not making a negative impact. Once we have determined that, we will address the goals of our new curriculum going forward.</p> | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | |
| <p>New curriculum implemented beginning Fall 2019. No additional follow-up is necessary at this time due to recent significant curricular changes. While we will continue to monitor outcomes, baseline data will be invaluable as we examine the success of the curriculum changes.</p> | | |
| <p>This is the first roll out of new data. During spring 2020 semester we implemented not one KTIP but four, and Dr. Myers averaged them so that we had more data to look at to ensure we were aware of the areas the students were falling behind in. The students all met the holistic standards with re-submissions. However, the initial breakdown of the student submissions were as follows below: Health Related Fitness KTIPs: 16/17 or 94% Locomotor Skill KTIPs: 15/17 or 88% Object Control KTIPs: 16/17 or 94% Fitness/Personal/Social KTIPs: 15/17 or 88% Based on the data we now have a better understanding that we need to enhance the locomotor, and the Fitness/Personal/Social information in the earlier courses.</p> | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | |
| <p>Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. We also feel that when you change things too fast you don't know which variable was the successful change. We will be collecting more data from the new courses our students take in the college of education as well. We may not need to address as many KTIP areas and may need to move over more in the content related knowledge.</p> | | |

Student Learning Outcome 2

| | | | |
|--|---|--|---|
| Student Learning Outcome | Skill-Based and Fitness-Based Competence: WKU 587 Majors are physically educated individuals with the knowledge and skills necessary to demonstrate and/or assess competent movement performance, health-enhancing and lifetime fitness courses | | |
| Measurement Instrument 1 | PE 111 Rhythms Routine Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | Unknown - course hasn't been taught since SLO implemented. However, this SLO has been in place and was an expectation. Therefore, the expected percentage achieving the target was above 90% prior to this year. Evidence of prior SLO is included. |
| Methods | Present rehearsed movement sequences and stunts, which demonstrate content knowledge of gymnastic-like body management skills and movement concepts. | | |
| Measurement Instrument 2 | PEMS 322 Observation and On-site Evaluation Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | 90%+ |
| Methods | Observation and On-site Evaluation Task: Student has to prepare unit/lesson plans and teach several classes in various elementary schools in the Bowling Green, KY area. Performance Criteria: The student will be able to design/plan instruction based on lesson/unit plans presented and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals. | | |
| Measurement Instrument 3 | PE 391 Lesson Plan/Peer Teaching Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | Unknown - course hasn't been taught since SLO implemented. However, this SLO has been in place and was an expectation. Therefore, the expected percentage achieving the target was above 90% prior to this year. Evidence of prior SLO is included. |

| | | | |
|--|---|--------------------------------------|----------------|
| Methods | <p>Lesson plan and peer teaching for 20 minutes Develops significant objectives. Used contextual data to design instruction relevant to students. Plans instructional strategies and activities that address learning objectives for all students. Implementation of appropriate instructional strategies.</p> <p>Performance criteria: demonstrate knowledge regarding the importance of resistance training in relation to health-related fitness (HRF) and wellness; demonstrate teaching and organizational skills to teach a group in muscular strength, muscular endurance and flexibility activities, and implementation of strategies.</p> | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | Met as of last course offered | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| <p>This course has Currently gone into a 3 credit hour format allowing for more time to go further in depth on program planning in the areas of physical health and fitness. Currently we have just made changes to the curriculum so we do not have plans to make adjustments. Rather we plan to maintain the current assessments for a standard of measure to ensure any changes we have made in the curriculum are not making a negative impact. Once we have determined that, we will address the goals of our new curriculum going forward.</p> | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| <p>New curriculum implemented beginning Fall 2019. No additional follow-up is anticipated. We will continue to monitor outcomes and instruments.</p> | | | |
| Next Assessment Cycle Plan | | | |
| <p>Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. We also feel that when you change things too fast you don't know which variable was the successful change</p> | | | |

Student Learning Outcome 3

| | | | |
|--|--|--|---|
| Student Learning Outcome | Planning and Implementation: WKU 587 Majors plan and implement developmentally appropriate learning experiences that address the diverse needs of all students and, when applicable, are aligned with local, state and national standards. | | |
| Measurement Instrument 1 | PE 320 KTIP lesson plan Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | 90%+ |
| Methods | <p>A fully developed KTIP lesson plan with adaptations and modifications appropriate to secondary students.</p> <p>Task: The student in physical education must be aware of student diversity in the gym before they can adequately prepare instruction that will impact all learners. Understanding the diversity in the gym allows the pre-service teacher to effectively adapt and modify instruction to address individual skill development, individual needs and to communicate high expectations for all learners using a variety of strategies and methods to teach and assess student learning.</p> <p>The students will fully develop a KTIP lesson plan within a three lesson unit that will address specific learning needs of students within the field placement. The student will teach this lesson and include the accommodations in the field class. After teaching, the student will analyze the impact on student learning.</p> <p>Product Guidelines: The KTIP lesson should include:</p> <ul style="list-style-type: none"> • Detailed descriptions of special needs of students, including those with IEPs, GSSP classification, diverse ethnic backgrounds, varying skill ability levels, or any other diversity factor that might affect the learning of content. • Strategies within the procedures for teaching that would enhance learning for the identified students • Assessment modifications to meet the needs of the identified students • Lesson should be word processed, size 12 font • Impact of learning statement and extensions/revisions for improving learning | | |
| Measurement Instrument 2 | PE 391 Lesson Plan/Peer Teaching Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | Unknown - course hasn't been taught since SLO implemented. However, this SLO been in place prior and was an expectation. Therefore, the expected the percentage was above 90% prior. Evidence of prior SLO is included. |
| Methods | Lesson plan and peer teaching for 20 minutes Develops significant objectives. | | |

| | | | |
|--|---|--|--|
| | <p>Used contextual data to design instruction relevant to students. Plans instructional strategies and activities that address learning objectives for all students. Implementation of appropriate instructional strategies. Performance criteria: Demonstrate knowledge regarding the importance of resistance training in relation to health-related fitness (HRF) and wellness; demonstrate teaching and organizational skills to teach a group in muscular strength, muscular endurance and flexibility activities, and implementation of strategies.</p> | | |
| Measurement Instrument 3 | PEMS 322 Observation and On-site Evaluation Rubric (Attached) | | |
| Criteria for Student Success | Student should achieve a minimum of a 3 out of 4 Holistic score. If not achieved, they correct the necessary areas needed to achieve a Holistic score of 3. | | |
| Program Success Target for this Measurement | 90% of students will attain a holistic score of at least a 3 out of 4 | Percent of Program Achieving Target | COVID did not allow for this to be implemented this past spring. |
| Methods | <p>Observation and On-site Evaluation Task: Student has to prepare unit/lesson plans and teach several classes in various elementary schools in the Bowling Green, KY area. Performance Criteria: The student will be able to designs/plans instruction based on lesson/unit plans presented and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.</p> | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | Met | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| Currently we have just made changes to the curriculum so we do not have plans to make adjustments. Rather we plan to maintain the current assessments for a standard of measure to ensure any changes we have made in the curriculum are not making a negative impact. Once we have determined that, we will address the goals of our new curriculum going forward. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| New curriculum implemented beginning Fall 2019. Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome). Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. We also feel that when you change things too fast you don't know which variable was the successful change. Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. | | | |

| Core PE Courses | Kentucky Teacher Standards | | | | | | | | | |
|-------------------------|------------------------------------|------------------------------------|------------------|------------------------------------|---------------------|------------|------------|--|---------------------------------------|------------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X |
| | Content Knowledge | Designs/Plans | Learning Climate | Manages Instruction | Assessment | Technology | Reflection | Collaboration | Professional Development | Leadership |
| SHAPE Alignment | 1/2 | 3/4 | 3/4 | 3/4 | 5 | 3 | 3 | 6 | 6 | 3/6 |
| WKU AOS Outcomes | 1/2 | 3 | 3 | 3 | | 3 | 3 | | | 3 |
| PE 111 | Rhythms Routine | Rhythms Routine | | | | | | | | |
| PE 123 | Skills Testing | | | | | | | | | |
| PE 211 | | | | | | | | | KAHPERD | |
| PE 212 | Skills Testing | Skill Rubric | | | Skill Rubric | | | | | |
| PE 310 | | | | | | | | | | |
| PE 311 | | | | | | | | | | |
| PE 313 | | | | | | | | | | |
| PE 319* | | | | | | | | Work with Sp. Ed Teacher in Practicum setting | | |
| PE 320 | KTIP Lesson Plan | KTIP Lesson Plan | | | | | | | Revised Educational Philosophy | |
| PEMS 322 | Observation and On-site Evaluation | Observation and On-site Evaluation | | Observation and On-site Evaluation | | | | | | |
| PE 391 | | Lesson Plan/Peer Teaching | | Lesson Plan/Peer Teaching | | | | | | |

Items in Red do not meet the outcomes for the Assurance of Learning, but do for CAEP.
Courses in which all PE majors do not take were not included in the Matrix.

Rubric and Scoring procedures for Measurement Instruments listed

PE 111

WKU Assurance of Learning Outcome 1 and 2

Graded Product: Movement competencies of isolated movement stunts and sequences. Individual, partner and group performance and final written exam

Task: Present rehearsed movement sequences and stunts, which demonstrate content knowledge of gymnastic-like body management skills and movement concepts.

Scoring Rubric:

| PE 111 | Beginning (1) | Developing (2) | Proficient (3) | Distinguished (4) |
|--|--|---|--|--|
| Design and perform sequences to show jumping, landing, rolling and balancing, bilateral symmetry, twisting and turning (axes and rotation) | Jump and land using a variety of takeoffs and landings. Rock and roll smoothly and repeatedly, transferring weight onto different bases of support | Jump and land from different levels, using varied body shapes and actions. Transfers body weight at low, medium and high levels | Design and perform sequences that focus on changes in levels, pathways and direction | Design, refine and perform sequences that focus on changes in force , flow and speed |
| Performance of created partner sequences to demonstrate understanding of relationships with partner and/or object/equipment: Prepositional, mirror, support, counterbalance and tension,. | Jump and landing, transfer weight, balance and travel in relation to others using a variety of body shapes | Jump and land, transfer of weight, travel and balance with a focus on the concept of pushing and pulling another body | Jump and land, transfer of weight, balance and travel using inversion, cooperatively balancing and traveling as a pair | Design, refine and perform sequences that focus on changes in force , flow and speed |
| Group sequence presentation of successive and sequential action. | Jump and landing, transfer weight, balance and travel in relation to others using a variety of body shapes | Transfer of weight, balance and travel using inversion, cooperatively balancing and traveling in relation to others | Transfer of weight, balance and travel using inversion, cooperatively balancing and traveling as part of a small group | Design, refine and perform sequences that focus on changes in force , flow and speed |
| Individual stunts of static and dynamic balance | Transfer weight from combination of small and large body parts | Transference of weight to and balance on non-adjacent body parts | Transference of weight and balance using inversion | Transference of weight and balance using inversion |

| | | | | |
|--|---|--|--|--|
| Partner and group stunts of static and dynamic balance, | Support and transfer of weight from a combination of small and large body parts | Support and transfer of weight to and balance on non-adjacent body parts | Support and transfer of weight and balance using inversion | Support and transfer of weight and balance using inversion |
| TOTAL POINTS POSSIBLE = 50 | | TOTAL POINTS EARNED: | | /50 |
| Holistic Score _____ | | | | |

1. **Holistic Score of 1 = Analytic Rubric Score Range 1-13**
2. **Holistic Score of 2 = Analytic Rubric Score Range 14-26**
3. **Holistic Score of 3 = Analytic Rubric Score Range 27-38**
4. **Holistic Score of 4 = Analytic Rubric Score Range 39-50**

WKU Assurance of Learning Outcome 1 and 2**Graded Product:** Mid-Term, Skills Test and Final Exam**Performance Criteria:** The student will be able to demonstrate content knowledge based on what is discussed during the length of the course and should understand physical education content and disciplinary concepts related to the development of a physically educated person.

| Outcome | Not Demonstrated (1) | Partially Demonstrated (2) | Demonstrated (3) |
|---|---|--|--|
| Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning. | The student cannot identify critical elements of motor skill by verbal or written analysis. They do not combine motor skills appropriately to demonstrate smoothly sequenced movement performances. | The student satisfactorily demonstrates the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance. | The student has in-depth knowledge of critical elements across a wide range of physical activities, as evidenced by effective verbal and written analysis. They are able to combine skills in a wide range of activities to demonstrate efficient movement performances. |
| Demonstrate competent motor skill performance in a variety of physical activities. | The student demonstrates only a novice level of motor skill performance across a range of physical activities. | The student demonstrates competent motor skill performance in several physical activities and proficiency in some. | The student demonstrates proficiency of performance in a wide range of physical activities. |
| Demonstrate knowledge of approved state and national content standards, and local program goals. | The student demonstrates, through verbal and written documentation, a lack of knowledge of approved standards including the SHAPE content standards for Physical Education. | The student is able to demonstrate, through verbal and written documentation, knowledge of approved standards including the SHAPE content standards for Physical Education. | The student demonstrates, through verbal and written documentation, knowledge of approved standards including the SHAPE content standards for Physical Education. The student is able to use these standards for curriculum and instructional planning purposes. |
| Points possible 18 (6 each Outcome) | | | Total _____ |

1. Demonstrate knowledge of approved state and national content standards, and local program goals.
2. Demonstrate competent motor skill performance in a variety of physical activities.

1. **Holistic Score of 1 = Analytic Rubric Score Range 7-9**

2. **Holistic Score of 2 = Analytic Rubric Score Range 10-12**

3. **Holistic Score of 3 = Analytic Rubric Score Range 13-15**

4. **Holistic Score of 4 = Analytic Rubric Score Range 16-18**

PE 212

WKU Assurance of Learning Outcome 1:

Purpose and Use Statement: The student demonstrates sufficient academic knowledge and performance in areas of critical elements of motor skill performance, and can combine motor skills into appropriate sequences for the purpose of improving learning.

Graded Product: Mid-Term, Skills Test and Final Exam

Performance Criteria: The student will be able to demonstrate content knowledge based on what is discussed during the length of the course and should understand physical education content and disciplinary concepts related to the development of a physically educated person.

| Outcome | Not Demonstrated (1) | Partially Demonstrated (2) | Demonstrated (3) |
|--|---|--|--|
| Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning. | The student cannot identify critical elements of motor skill by verbal or written analysis. They do not combine motor skills appropriately to demonstrate smoothly sequenced movement performances. | The student satisfactorily demonstrates the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance. | The student has in-depth knowledge of critical elements across a wide range of physical activities, as evidenced by effective verbal and written analysis. They are able to combine skills in a wide range of activities to demonstrate efficient movement performances. |
| Demonstrate competent motor skill performance in a variety of physical activities. | The student demonstrates only a novice level of motor skill performance across a range of physical activities. | The student demonstrates competent motor skill performance in several physical activities and proficiency in some. | The student demonstrates proficiency of performance in a wide range of physical activities. |
| Describe performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles). | The student demonstrates an inadequate understanding of concepts and strategies underlying skillful movement, as evidenced by “surface level” verbal and written analyses of movement performance. | The student demonstrates understanding of concepts and strategies related to skillful movement through accurate analysis of “why” movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance. | The student is able to analyze performance in a wide range of activities and can identify reasons for different performance levels, from novice to proficient to expert. This analysis includes recommendations for performance improvement. |

| | | | |
|--|---|---|--|
| Demonstrate knowledge of approved state and national content standards, and local program goals. | The student demonstrates, through verbal and written documentation, a lack of knowledge of approved standards including the SHAPE content standards for Physical Education. | The student is able to demonstrate, through verbal and written documentation, knowledge of approved standards including the SHAPE content standards for Physical Education. | The student demonstrates, through verbal and written documentation, knowledge of approved standards including the SHAPE content standards for Physical Education. The student is able to use these standards for curriculum and instructional planning purposes. |
| Total 30 | | | /30 |

3. Demonstrate knowledge of approved state and national content standards, and local program goals.
4. Demonstrate competent motor skill performance in a variety of physical activities.
5. Describe performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles).

- **Holistic Score of 1 = Analytic Rubric Score Range 11-15**
- **Holistic Score of 2 = Analytic Rubric Score Range 16-20**
- **Holistic Score of 3 = Analytic Rubric Score Range 21-25**
- **Holistic Score of 4 = Analytic Rubric Score Range 26-30**

WKU Assurance of Learning Outcomes 1 and 3:**Graded Product:** lesson plan and peer teaching for 20 minutes

9. Develops significant objectives.
10. Used contextual data to design instruction relevant to students.
11. Plans instructional strategies and activities that address learning objectives for all students.
12. Implementation of appropriate instructional strategies.

Performance criteria: demonstrate knowledge regarding the importance of resistance training in relation to health-related fitness (HRF) and wellness; demonstrate teaching and organizational skills to teach a group in muscular strength, muscular endurance and flexibility activities, and implementation of strategies.

| | 6 Exemplary | 5 Acceptable | 4 Minimal | 3 Inadequate |
|---|--|--|--|---|
| Content Knowledge | The student clearly understands and demonstrates the concepts of resistance training as it relates to HRF and wellness. | The student clearly understands the concepts of resistance training as it relates to HRF and wellness. | The student has a minimal understanding of the concepts of resistance training as it relates to HRF and wellness. | The student does not understand the concepts of resistance training as it relates to HRF and wellness. |
| Develops significant objectives | Always states what the students will be able to do as a result of the lesson. Objectives are always student-centered and measurable/observable | Usually states what the students will be able to do as a result of the lesson. Objectives are usually student-centered and measurable/observable | Does not clearly state what the students will be able to do as a result of the lesson. Objectives are not consistently measurable/observable | Rarely states what the student will be able to do and the objectives are not measurable/observable |
| Used contextual data to design instruction relevant to students | All instruction is clearly and appropriately based on significant contextual factor data. | Most instruction is clearly and appropriately based on significant contextual factor data. | Some instruction is clearly and appropriately based on significant contextual factor data. | Little to no instruction is clearly and appropriately based on significant contextual factor data. |
| Plans instructional strategies and activities that address learning objectives for all students | All instructional strategies and activities are clearly aligned with learning objectives for all students. | Most instructional strategies and activities are clearly aligned with learning objectives for all students. | Some instructional strategies and activities are clearly aligned with learning objectives for all students. | Little to no instructional strategies and activities are clearly aligned with learning objectives for all students. |
| Implementation of appropriate instructional strategies | The student consistently explains and demonstrates all tasks correctly. | The student consistently explains and rarely demonstrates all tasks correctly. | The student explains all tasks and demonstrates the tasks incorrectly. | The student never demonstrates the task and gives ineffective verbal explanations. |
| Total Points Possible = 30 | | | Total Points Earned: | /30 |

1. Holistic Score of 1 = Analytic Rubric Score Range 13-17

3. Holistic Score of 3 = Analytic Rubric Score Range 18-21

- 2. Holistic Score of 2 = Analytic Rubric Score Range 22-25**
- 4. Holistic Score of 4 = Analytic Rubric Score Range 26-30**

WKU Assurance of Learning Outcome 3:

Graded Product: A fully developed KTIP lesson plan with adaptations and modifications appropriate to secondary students.

Task: The student in physical education must be aware of student diversity in the gym before they can adequately prepare instruction that will impact all learners. Understanding the diversity in the gym allows the pre-service teacher to effectively adapt and modify instruction to address individual skill development, individual needs and to communicate high expectations for all learners using a variety of strategies and methods to teach and assess student learning.

The students will fully develop a KTIP lesson plan within an three lesson unit that will address specific learning needs of students within the field placement. The student will teach this lesson and include the accommodations in the field class. After teaching, the student will analyze the impact on student learning.

Product Guidelines:

The KTIP lesson should include:

- Detailed descriptions of special needs of students, including those with IEPs, GSSP classification, diverse ethnic backgrounds, varying skill ability levels, or any other diversity factor that might affect the learning of content.
- Strategies within the procedures for teaching that would enhance learning for the identified students
- Assessment modifications to meet the needs of the identified students
- Lesson should be word processed, size 12 font
- Impact of learning statement and extensions/revisions for improving learning.

Performance Criteria: See scoring rubric below.

| | 1 | 2 | 3 | 4 |
|---|--|--|---|---|
| Communicates high expectations | Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students ability to achieve these objectives using appropriate methods for individual learners | Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students ability to achieve these objectives | Sets significant and challenging objectives for students BUT does not communicate confidence in students ability to achieve these objectives | Does not set significant and challenging objectives for students AND does not communicate confidence in students |
| Values and supports student diversity and addresses individual needs | Consistently supports and celebrates student diversity and addresses individual needs using a VARIETY of strategies and methods that allows students choice | Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods | Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods | Makes Little or NO attempt to respond to student diversity and individual needs-tends to use a one size fits all approach |

| | | | | |
|---|---|---|---|--|
| Fosters mutual respect between teacher and students and among students | Consistently treats all students with respect and concern AND monitors student interactions to encourage students not only to treat each other with respect and concern, but to seek out new interactions | Consistently teats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern | Inconsistently treats all students with respect and concern OR does not monitor students | Does not treat all students with respect and concern AND does not monitor students |
| Provides a safe environment for learning | Creates a classroom environment that is BOTH emotionally and physically safe for all students with evidence of satisfying needs of diverse students | Creates a classroom environment that is BOTH emotionally and physically safe for all students | Creates a classroom environment that is physically safe for all student BUT is inconsistent in ensuring a safe emotional environment for all students | Fails to create an emotionally AND physically safe environment |
| Total Points Possible = 20 | | Total Points Earned = _____/20 | | |

1. **Holistic Score of 1 = Analytic Rubric Score Range 6-9**
2. **Holistic Score of 2 = Analytic Rubric Score Range 10-13**
3. **Holistic Score of 3 = Analytic Rubric Score Range 14-16**
4. **Holistic Score of 4 = Analytic Rubric Score Range 17-20**

WKU Assurance of Learning Outcome 3

The student creates a learning climate that supports the development of abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Graded Product: Observation and On-site Evaluation

Task: Student has to prepare unit/lesson plans and teach several classes in various elementary schools in the Bowling Green, KY area.

Performance Criteria: The student will be able to designs/plans instruction based on lesson/unit plans presented and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

| Outcome | Not Demonstrated (1) | Partially Demonstrated (2) | Demonstrated (3) |
|---|--|--|---|
| Develop short and long-term plans that are linked to both program and instructional goals, and student needs. | The student demonstrates basic planning ability that is not linked to learning goals and student needs. | The student demonstrates the ability to develop short and long term plans that are linked to both learning goals, student needs and performance. | The student demonstrates the ability to develop short and long-term plans that are linked to both learning goals and student needs and performance and is able to adapt these plans to ensure student progress, and safety. |
| Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction. | The student designs and implements learning experiences that do not show evidence of considering safety, appropriateness, and principles of effective instruction. | The student is able to design and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction. | The student demonstrates the ability to design and implement varied learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction. |
| Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences. | The student uses ineffective demonstrations and explanations. | The student is able to use effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences. | The student routinely uses effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences in a wide range of physical education content. |

Performance Criteria: The student will be able to Creates/Maintains Learning Climates based on implementation of teaching methods and styles and should meet the target expected by the Management and Motivation. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

| Outcome | Not Demonstrated (1) | Partially Demonstrated (2) | Demonstrated (3) |
|---|---|---|--|
| Use managerial routines that create smoothly functioning learning experiences. | The student uses managerial routines that do not create smoothly functioning learning experiences. Routines are not evident and lessons are poorly paced. | The student is able to use managerial routines that create smoothly functioning learning experiences. | The student develops and implements managerial routines that maximize active student engagement and provide for optimal learning. |
| Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. | The student is unable to organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. Lessons do not flow from one activity to another. | The student is able to organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. | The student is most effective at organizing, allocating, and managing resources in order to maximize activity time and to ensure that all students have an equal opportunity to participate and learn. |
| Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school. | The student does not use appropriate practices to motivate school age students to participate in physical activity inside and outside of the school. | The student uses a variety of developmentally appropriate practices to motivate school age students to participate in physical activity inside and outside of the school. | The student is adept at recognizing the motivational needs of the students. Uses a wide variety of developmentally appropriate, and individualized practices to motivate students to participate in physical activity both inside and outside of the school. |
| Develop an effective behavior management plan. | The student finds behavior difficult to manage. Is critical of students and negative in interactions. There is little evidence of positive reinforcement. | The student is able to develop an effective behavior management plan. | The student is able to develop and implement an effective behavior management plan that contributes to a positive learning environment. |
| Total Possible 24 | | | Total /24 |

5. Develops significant age-appropriate physical education objectives aligned with specific knowledge and movement skills (perform, analyze and/or create movement activities).
6. Plans age-appropriate instructional strategies and a variety of movement activities in collaboration with the course instructor and a K-6 physical education cooperating teacher.
7. Creates a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

- **Holistic Score of 1 = Analytic Rubric Score Range 5-9**
- **Holistic Score of 2 = Analytic Rubric Score Range 10-14**
- **Holistic Score of 3 = Analytic Rubric Score Range 15-19**
- **Holistic Score of 4 = Analytic Rubric Score Range 20-24**