

Assurance of Student Learning

College of Health and Human Services

School of Kinesiology Recreation and Sport

Program 587 Physical Education

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Is this an online program? No

Please make sure the Program Learning Outcomes listed match those in Course Leaf . Indicate verification here **Yes**, they match (some instruments are being revised to align with college of education and Council for Accreditation of Educator Preparation (CAEP).)

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 - 29. Students Assessed Fall 2022

Instrument 2 | Direct: PE 212 Skills Testing - 32 Students Assessed Spring 2023

Instrument 3 | Direct: PE 320 KTIP lesson plan - 12 Students Assessed Spring 2023

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

Partially 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 - 29. Students Assessed Fall 2022

Instrument 2 | Direct: PETE 322 Observation and On-site Evaluation - 12 Students Assessed Spring 2023

Instrument 3 | ~~Direct: PE 123 Lesson Plan/Peer Teaching~~ **Being Moved to PE 414 and aligned with CAEP teacher ed Key assessment's 5A, 5B, & 6**

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 - 12 Students Assessed Spring 2023

Instrument 2 | ~~Direct: PE 123 Lesson Plan/Peer Teaching~~ **Being Moved to PE 414 and aligned with CAEP teacher ed Key assessment's 5A, 5B, & 6**

Instrument 3 | Direct: PETE 322 Observation and On-site Evaluation - 12 Students Assessed Spring 2023

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.)

(2020-2021) This last 2020-2021 cycle we are finally seeing some data from our curricular changes, and it is looking promising. A minor adjustment to which course (PE 123 instead of 390) we assessed for one of our outcomes gave us a much better picture of how students early in our program were doing with the content knowledge, and the skills necessary to be successful moving forward. All of the courses in which we measured our outcomes suggested that our students have met all of the student learning goals set forth. It should also be mentioned that by meeting these Assurance of Learning outcomes the students will have met all of the Physical Education standards through SHAPE, and all of the standards our program assesses for CAEP, and the Kentucky Teaching Standards. This alignment can be seen in the matrix created prior to the outcome rubrics.

(2021-2022) In our fall of 2020 statement it was mentioned that we had 2 faculty retire. We have been able to keep our instruments, assessments and outcomes throughout this adjustment and it is stated we will continue that for 2 more years. In the meantime, we will be looking into other assessments, specifically in the 100 and 200 level courses that may better serve both our students and us in determining their competency moving forward. There are no plans as of yet to change the outcomes that utilize our assessments that plan and teach children in area schools (The PE 320 and PE 322 course). That is exactly what they will do upon graduation, therefore making the most sense for determining their proficiency. One last mention is we will have one new faculty member, and one leaving. Therefore, there may be differences in philosophies. To respect all faculty's philosophies, the program as a whole will sit down and review these outcomes to ensure there aren't any philosophical objections. Again, the current assessment plan is for two more cycles, however that could be adjusted due to new faculty.

(2022-2023) This year we had a surprise in not meeting one of our goals, however it may be a good surprise as it gives us a better look as to if we are attracting more students from more diverse backgrounds in the sense of not just athletics, which is what physical education needs. While we do in fact need to be able to demonstrate basic skills, we also need to be moving more and more towards the philosophy of "New PE", which pushes us to lifetime activity, movement, and health. These new concepts can be taught with a more inclusive method and less focus on skill and drills. This is something we may want to reflect upon. We also decided to scratch two of our SLO Measurements from PE 123 to prepare for our alignment with the college of education's 5A, 5B, and 6 Key Assessment. These are for the Anthology portfolio and can be utilized for both CAEP and ASL. We felt there is no need to not utilize this robust assessment for both purposes. This will help us better understand where our students are for all ASL measures and all CAEP standards. Included below are the 5A, 5B, and 6, assignments and Rubrics for the Key Assessments we are adding in our PE 414 course.

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	77%	
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	92%	
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 3	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	96%	
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.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

2021- Our previous action stated that we had just made changes to the curriculum and that we did not plan to make any adjustments right away. This data is our second look into the measures for our new curriculum. Therefore, we need to look at these measures a minimum 2 more years. Two years is specific because students being assessed in measure 1.1, and 1.2 should be the same cohort in 2 years for measure 1.3. The follow up information from that will help determine if we have missed anything with the adjustments to the 100 and 200 level PE courses.

2022- This is the second look at data we are seeing from our new curriculum. The previous looked at multiple areas due to not being able to complete the on-site assessment (Outcome 2.2,2.3). This cycle we scaled back down to the original outcome of using one KTIP lesson for the 1.3 assessment. Students thrived with the KTIP lesson plan focus being on one area. This was demonstrated with 100% of the students achieving a minimum of a 3 holistic score. The data for outcome 1.3 shown that all but one student achieved a 4, and the student achieving a 3 had a raw score of a 19/25, which is one point from a holistic score of 4. We will continue to focus on the one topic area for the assessment. The other two outcomes; 1.1, and 1.2 are looking to be not only a good base measure for our first-year students but are also demonstrating that our students are meeting the objectives set forth.

2023 - Results: The results of this assessment are not quite what was expected. We did not expect to have as low of a percentage of students meeting the SLO 1.1 for PE 111. The other measures for SLO were as expected.

Conclusions: Looking further into the explanation for the lower percentage of students not meeting the goal for the PE 111 course we believe it is attributed to our push to get more students outside of the major into that course. Typically, we restrict that course to majors only, however, this past year we decided that it would be a great course for anyone to take that may be interested in the major to try it out. We did not adjust the course any and do not plan to, however, we do expect that we may not have as kinesthetically skilled of individuals as we typically do when it is restricted to majors only. Our majors are not always highly skilled; however, they are more likely to be. In seeing this we think it is important to keep this assessment in this first course so that we have an idea of whether or not we need to revisit these basic movements later to ensure that our students have in fact mastered them. Moving forward, non-majors will be removed from this assessment. Seeing the skills testing for the PE 212 is promising, however those students would not be considered affected by the restriction being lifted on the PE 111 early course. As far as the PE 320 course, we are seeing positive outcomes there so whether or not our students are able to demonstrate skills, we can see they are able to teach them, which is the most important aspect.

Next Assessment Cycle Plan

(Please describe your assessment plan timetable for this outcome)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. 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.

2021 – The previous plan identified the long-term goal of a 4-year look at how our new curriculum was meeting the learning measures for our students. While we have only one general KTIP lesson plan measure identified for the student learning outcome 1, we reported the data on 4 of the student's KTIP lesson plans for our benefit moving forward. This was done so that we can better identify the areas of our curriculum that may need enhancement. The last cycle locomotor, and the Fitness/Personal/Social were identified as areas to watch.

2022 – The student data we are seeing is good concerning the outcomes of these measures. We will continue to look at these specific measures for 2 more cycles in order to ensure validity and reliability in our assessment of both student learning, and our curricular adjustments. Outcomes 1.1 and 1.2 are important aspects of our measurement cycle currently, however, current trends are changing in physical education and there is a need to assess areas in which those trends are moving. The current assessment tool for outcome one is very heavy in ensuring the safety of movements that can result in injury. While this is clearly important, many PE programs are moving away from potential activities such as those in favor of others which can be safely done at home. The goal of this philosophical/programmic change is to teach more skills and movements children will be able to do at home, both by themselves and share with their families. Therefore, our 100 and 200 level PE courses will be utilizing assessments based upon this philosophy in class but not yet as ASL outcomes. We will determine in 2 years which of those will be most appropriate to move into on or more ASL outcomes.

2023 – The student data we saw this year surprised us a little, however it has given us something to look at for how we may want to assess the skill testing. We will be discussing whether or not we want to make the skills testing a mandatory proficiency test where they have to do the test until they are proficient, or we remain as we have done in the past. While our students demonstrate they can teach skills, a proficiency test regarding skills would allow for us to ensure every one of our students could also demonstrate what they teach as well.

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	77%
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	100%
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 123 Lesson Plan/Peer Teaching Rubric (Attached) Being Moved to PE 414 and aligned with CAEP teacher ed Key assessment's 5A, 5B, & 6		
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	

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. 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> <p>New Measurement Instrument aligned with CAEP and College of Education (rubric below)</p> <p>Unit Goals Assessment (5A) <i>Create a unit goal for a 1-to-3-day unit in one class.</i> <i>Create <u>two-unit goals</u> that are specific.</i> <i>Must have a pre- and post-assessment with 4 to 5 questions per unit goal.</i></p> <p>Analysis of Student Performance and Reflection of Teaching (5B) Whole Group Analysis/Subgroup/Individual/Reflection of Teaching</p> <p>Design for Instruction (6) <i>Analyze pre-assessment data and report the results and implications.</i></p>	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)		
<p>2020/2021 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 adjust. 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> <p>2022 – As stated above the PE 111 course which is used in both Outcome 1.1 and 1.2 is providing valuable reliable data for both our student outcomes and curricular changes. We will keep using it for 2 more cycles in order to maintain consistency and help in order to help determine our student's preparation level for Outcome 1.3. During this two-year cycle we will be looking at other assessments that may be more appropriate for our more current trends.</p> <p>2023 Results: The results like in SLO 1 are not completely what we expected but like SLO we feel it can be attributed to the addition of non-majors in the PE 111 course. Like previously stated we will be looking further into that. Moving forward, non-majors will be removed from this assessment. Conclusions: The SLO 2.2 was as expected, and we are pleased with the results. It is an assessment that pairs well with SLO 1.3. We like to see when both of these SLO's are met as these show that the classroom assessment is validated by our field experience assessment demonstrating that our students are transferring the learning from the classroom to the real-world teaching. The final SLO 2.3 was scratched as we have been in conversations with the college of education to standardize an assessment for CAEP accreditation for all teacher education students that can be submitted to student's anthology portfolio that can also be utilized for an ASL SLO. Since we made some minor updates to the PE curriculum, we decided we would make that change this year when we updated the curriculum. The SLO 2.3 will be done in the PE 414 course which was added back to the PETE, PEHE, and PEMS concentrations.</p>		

Next Assessment Cycle Plan

2021 – Follow up will continue for 2 cycles. The switch to using the lesson plan/peer teaching assessment from the PE 123 did not affect the follow up as it would have been the first cycle as well for the PE 391 course. The Outcome 2.2 will also be used for 2 more cycles as this will serve as both an ASL outcome and help determine if we are maintaining progress from the 2.1 and 2.3 outcomes.

2021- As Stated prior, we are still in the beginning stages of a new curriculum. This is our first assessment cycle in which we were able to collect data on all of our measurement instruments for our Student Learning Outcome 2. Based upon the results we are going to maintain the current assessments and follow up next assessment cycle. It should be noted that PE 391 was originally chosen for the Lesson Assessment, however we moved it to the PE 123 course. We chose to do this because we had not collected the data as of yet and the PE 123 course is traditionally all PE majors. The PE 391 is not. We will get a better idea of our curricular needs utilizing the PE 123 course.

2023 – Next Assessment cycle will reflect the addition of dropping the PE 123 SLO 2.3 and adding the PE 414 SLO 2.3 which will be further refined in this document but is already aligned with the CAEP accreditation and ready to be implemented. The rubric is attached.

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	96%
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 123 Lesson Plan/Peer Teaching Rubric (Attached) Being Moved to PE 414 and aligned with CAEP teacher ed anthology assessment		
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	
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. New Measurement Instrument aligned with CAEP and College of Education (rubric below)</p> <p>Unit Goals Assessment (5A) Create a unit goal for a 1-to-3-day unit in one class. Create <u>two-unit goals</u> that are specific. Must have a pre- and post-assessment with 4 to 5 questions per unit goal.</p> <p>Analysis of Student Performance and Reflection of Teaching (5B) Whole Group Analysis/Subgroup/Individual/Reflection of Teaching</p> <p>Design for Instruction (6) Analyze pre-assessment data and report the results and implications.</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	100%
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 designs/plans instruction based on lesson/unit plans presented and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

2010/21 - Currently we have just made changes to the curriculum, so we do not have plans to adjust. 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.

2022 – Again similar to the outcomes 1 and 2, the 100 level (PE 123) course is providing valuable reliable data for both our student outcomes and curricular changes. We will keep using it for 2 more cycles in order to maintain consistency and help in order to help determine our student’s preparation level for Outcome 3.1, and 3.3. During this 2-year cycle, like in the other areas we will be looking at other assessments we currently use to see if they either are better measures, or could be adjusted to become better measures of this outcome.

2023 - **Results:** Like previously mentioned our PE 320 and PE 322 Measurements are important to help us determine if what our students are learning in the classroom is transferring to positive outcomes in the K-12 setting. The results of SLO 3.1 and 3.3 suggest that our students are doing well with implementing the lesson plans they create in an actual classroom.

Conclusions: As stated above: The final SLO 2.3 was scratched as we have been in conversations with the college of education to standardize an assessment for CAEP accreditation for all teacher education students that can be submitted to student’s anthology portfolio that can also be utilized for an ASL SLO. Since we made some minor updates to the PE curriculum, we decided we would make that change this year when we updated the curriculum. The SLO 2.3 will be done in the PE 414 course which was added back to the PETE, PEHE, and PEMS concentrations.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome).

2021- 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. Data collection will continue in the 2020-2021 academic year.

2022- Like in Student Learning Outcome 2, Student Outcome Learning 3, PE 391 was originally chosen for the Lesson Plan/Peer Rubric, however we moved it to the PE 123 course. We chose to do this because we had not collected the data as of yet and the PE 123 course is traditionally all PE majors. The PE 390 is not. We will get a better idea of our curricular needs utilizing the PE 123 course.

2023 – Next Assessment cycle will reflect the addition of dropping the PE 123 SLO 2.3 and adding the PE 414 SLO 2.3 which will be further refined in this document but is already aligned with the CAEP accreditation and ready to be implemented. The rubric is attached.

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 Alignmen	1/2	3/4	3/4	3/4	5	3	3	6	6	3/6
WKU ASL Outcomes	1/2	3	3	3		3	3			3
PE 111	Rhythms Routine	Rhythms Routine								
PE 123	Skills Testing	Lesson Plan/Peer Teaching		Lesson Plan/Peer Teaching						
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 414	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)	Anthology TWS (5A,5B,6)

Items in **Green** are new and will be implemented next year. They also meet outcomes for both CAEP and ASL.

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.

Core Courses	Program Learning Outcomes		
	PLO 1	PLO 2	PLO 3
111	I/A	I/A	I/A
123	R/A	R/A	R/A
212	R/A	R/A	R/A
320	M/A	M/A	M/A
322	A	A	A

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 (2)	Developing (3)	Proficient (4)	Distinguished (5)
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 = 20			TOTAL POINTS EARNED:	/20
Holistic Score _____				

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

PE 320

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.

Communicates high expectations	1 Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students ability to achieve these objectives using appropriate methods for	2 Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students ability to achieve these objectives	3 Sets significant and challenging objectives for students BUT does not communicate confidence in students ability to achieve these objectives	4 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	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		

- 5. Holistic Score of 1 = Analytic Rubric Score Range 6-9
- 6. Holistic Score of 2 = Analytic Rubric Score Range 10-13
- 7. Holistic Score of 3 = Analytic Rubric Score Range 14-16
- 8. 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 design/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

Performance Criteria: The student will be able to Create/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	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
Develop an effective behavior management plan.	The student finds behavior difficult to manage. Is critical of students and negative in interactions. There is little	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
Total Possible 24			Total /24

9. Develops significant age-appropriate physical education objectives aligned with specific knowledge and movement skills (perform, analyze and/or create movement activities).
10. 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.
11. 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**

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: Skills Test

BADMINTON SKILLS

DESCRIPTION OF SKILL LEVEL	SKILL TO BE ASSESSED	LEVEL PERFORMED				Comments
		1 (Cannot)	2 (Learning)	3 (Satisfactory)	4 (Proficient)	
1 = CAN NOT PERFORM (0-2 out of 10 attempts)	CLEAR	1	2	3	4	
2 = LEARNING THE SKILL (3-5 out of 10 attempts)		1	2	3	4	
3 = SATISFACTORY COMPLETING THE SKILL (6-7 out of 10)		1	2	3	4	
4 = PROFECIENT IN PERFORMING THE SKILL (8-10 out of 10)		1	2	3	4	
		1	2	3	4	
	DROP					
	SERVE					
	SMASH					
	DRIVE					

Cues for Clear	Cues for Drop	Cues for Serve	Cues for Smash	Cues for Drive
<ul style="list-style-type: none"> ● Under shuttlecock ● Extend racket toward ceiling ● Contact at highest point ● Snap wrist ● Target at back of court 	<ul style="list-style-type: none"> ● Wrist cocked ● Little follow through ● Target near front court 	<ul style="list-style-type: none"> ● Elbow close to body ● Strike shuttlecock below waist ● Flick wrist ● Follow through 	<ul style="list-style-type: none"> ● Wrist cocked ● Extend high ● Snap wrist down ● Target is below waist in front court 	<ul style="list-style-type: none"> ● Wrist cocked ● Extend high ● Follow in front of body ● Target is deep across court to open area

Key Assessment 5A: Unit Goals & Assessment

- *To start, select one class you are teaching for a 1-3 day unit. Fill in the information below.*
- *Red text is student directions and should be removed prior to grading.*

Section 1	Section 2	Section 3
Teacher Candidate's Name:	School:	
Class Name:	Age/Grade Level of students:	

Unit Goals	
Unit Goal #1	<ul style="list-style-type: none"> • <i>Create a unit goal for a 1 to 3 day unit in one class.</i> • <i>Create two unit goals that are specific.</i>
Standard(s) addressed	<ul style="list-style-type: none"> • <i>List the standard(s) addressed in the goal.</i> • <i>Cite the source of the standards.</i>
Bloom's Level	<ul style="list-style-type: none"> • <i>Identify and explain how the unit goal address this Bloom's level.</i> • <i>Use the Revised Bloom's Taxonomy. At least one of the learning goals must be at the Analyze, Evaluate, or Create level. None of the goals should be on a Remember or Understand level.</i>
Students' Prior Knowledge & Skills	<ul style="list-style-type: none"> • <i>Describe students' prior knowledge and experiences related to the unit goal.</i> • <i>Discuss with your mentor teacher what they have learned about the topic in previous years. Also, review the standards. What should they have learned in previous years?</i> • <i>If you are working with students with IEP goals, how are you incorporating this information?</i>
Unit Goal #2	
Standard(s) addressed	

Bloom's Level	
Students' Prior Knowledge & Skills	
Class Contextual Factors	
Special Needs	<p>1. Explain fully EACH of the 4 contextual factors.</p> <p>2. Fully explain how each factor influences how you are designing your pre- and post-assessment, lesson plans, and formatives.</p> <ul style="list-style-type: none"> • How many students are in your class with an IEP, 504 plan, and learners identified as gifted are in your class? • Describe how the unit goals are appropriate for the learners with an IEP, a 504 plan, or gifted learning plan. • Describe specific adaptations you will make to the activities and assessments to ensure they are successful. If you do not have students with an IEP, a 504 plan, or a gifted learning plan, then you may replace this category with another option listed below in the choice options. • For students with IEPs, how are you addressing the minutes of services and relevant supplementary aids/services? <ul style="list-style-type: none"> ○ Which students' IEP goals relate to this instruction? ○ If you have additional personnel available during this instruction (e.g., paraprofessional), what is their role in this unit?
Language Proficiency	<ul style="list-style-type: none"> • How many multilingual learners are in your class? • Describe how the unit goals are appropriate for these students.
Cultural Richness	<ul style="list-style-type: none"> • Describe the various cultures represented within your classroom. • How will you, in your unit, incorporate those cultures into your unit? • How can you design your unit to incorporate culturally responsive strategies in an inclusive classroom?
Your Choice	<ul style="list-style-type: none"> • Choose 1 other area that is important for your unit: technology resources & skills, school/classroom resources, student interests, learning preferences, real-world connections, parent support and engagement, and physical features/arrangement of the classroom.
Pre- & Post-Assessment	

1. Develop a pre- and post-assessment with 4 to 5 questions per unit goal.
 - a. Students must use at least two types of assessment (e.g., multiple choice and constructed response).
 - b. For open-ended responses, clearly identify what level of response will be considered mastering the item. Rubrics or checklists must be included in the chart below.
 - c. Assessment items must match the Bloom's level of the unit goal. For example, if the unit goal is on the Analyze level, then at least 3 items must be on the Analyze level.
2. Attach the pre- and post-assessment here by pasting in the text or inserting a link. Complete the table below and identify for each question: the unit goal, Bloom's level, and answer or scoring tool.
 - a. The format of the assessment should be appropriate for the grade level. For example, consider student directions, font size, and spacing.

Question Number	Unit Goal	Bloom's Level	Correct Answer or Insert Scoring Tool with Mastery Level Identified
1.	<i>EX: UG 1</i>	<i>Analyze</i>	<i>If it is a multiple choice question, insert the correct answer choice. If it is a constructed response (e.g., essay, short answer), include a scoring tool like a rubric or checklist. Also, for constructed response questions, include a mastery level. For example, students must get a level 3 on the rubric or 5 out of 6 points on a checklist.</i>
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Note: To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column.*

	Beginning	Developing	Proficient	Exemplary*
UGA 1: Unit Goals KTPS: 1, 4, 5	More than one item is incomplete.	One item is incomplete.	Unit goals are clear with learning outcomes stated in behavioral terms, challenging Bloom's levels, and appropriate for standards and the consideration of students and learners at different levels.	Cites sources to support the appropriateness of learning goals.
UGA 2: Contextual Factors KTPS: 2, 7, 8	Contextual factors are briefly described with minimal implications.	Contextual factors are thoroughly described with 1 important implication per factor.	Thoroughly described contextual factors and implications. Each section has 2 or more important implications for the unit.	Cites data and sources to support contextual factor information and implications.

UGA 3: Pre/Post Assessment KTPS: 1, 4, 5, 6	More than one item is incomplete.	One item is incomplete.	Pre/post assessment aligned to learning goals, standards, and Bloom’s level. Appropriate for the grade level. Includes 2 or more assessment types, mastery levels, and scoring tools.	Provides thorough written justification with evidence that the assessment design is reliable and valid. Insert your justification below your pre/post-test table.
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Key Assessment 5B: Analysis of Student Performance and Reflection of Teaching

- *Minimum unit of 1-3 days*
- *Red text is student directions and should be removed prior to grading.*

Section 1	Section 2	Section 3
Teacher Candidate’s Name:	School:	
Class Name:	Age/Grade Level of students:	

This document must be written in 3rd person. All analysis must be supported with DATA.

(We will be linking videos to support creating the graphs.)

Analysis of Student Performance

Whole Group Analysis: Write an introductory paragraph including:

- the instructional/assessment timeline
- content taught
- number of students included in analysis
- unit goal targets for mastery

Insert Bar Graph #1 – Representing Results of Pre-Post of All Learning Goals for Whole Group

Insert a graph/table Graph #2 representing each question performance pre/post is required.

- For support about how to create graphs and tables, please click [HERE](#).

Whole Group Analysis

Description of the data represented on the tables and/or graphs.

- Make sure and state ...LG1 grew by..... LG2 grew by..... Talk about %'s and growth rate for each goal – incorporate a connection to the standards and the contextual factors.
- Why do you think one goal grew more than the other?

Discussion of unit goal performance.

- Which goal did students make the least learning gains in?

Meaningful conclusions from data. (report using both percentages and raw data.)

- What conclusions can you draw from your data for each learning goal – include what happened during teaching that may have impacted the data? (Ex: instruction was interrupted; several students were absent; students are struggling with this topic...) (see [Model Curriculum Framework](#) for support)
- Using evidence from the assessments (formative, observation, summative), draw conclusions from performance to learning within the assessment cycle.
- Think about the level of Bloom's Revised Taxonomy in the goals. What did you notice among/between the goals that showed trends and patterns within the questions of the pre/post assessment? What trends and patterns can you conclude and explain?
- Discuss how formative assessments inform your instruction, citing data and evidence for formative assessments. Discuss how you designed the formative assessment and how you analyze and learn from the student performance. How did you give descriptive feedback?
- What changes, if any, were made to the instructional design based on the results of the formative assessment?
- What did you do in teaching for those students who had previously mastered the content on the pre-assessment? Did these students make additional improvements?

Analyzing the Questions on the Pre/Post Assessment:

- Explain which assessment question types and formats impacted learning gains. Provide justification.
- Reference growth in pre-assessment.
- How did the type of questions (e.g., constructed response, multiple choice, writing prompt) interface with students' success rates?
- Describe which types of questions more accurately informed your instruction and why.
- If needed, discuss any changes in questions you made pre to post, or a question that was poorly designed.

Subgroup Analysis

Insert graphs #3A/B that represent subgroup pre/post data on Learning Goals for each group. (Visual Representation Subgroup)

Identify two groups to compare learning goal performance. Include a description of the data represented on the tables and/or graphs.

- *Examples of subgroups may be: multilingual vs. all others; Seating in front of room vs. seating elsewhere; gifted ed. vs. all others*
- *What was your rationale for choosing this subgroup of students?*
 - *Try for a minimum of approximately 25-30% but no more than 50% of the class.*
 - *Try for a minimum of 5 students.*
 - *Choose the group by a defining factor that makes the individuals similar.*
- *What is your hypothesis of how you believe the subgroup will perform before you analyze the data?*
 - *Did your hypothesis hold true, or was it disproved? Yes or no.*
 - *Why do you believe this is the case?*

Identify differences in progress among student groups.

- *Discuss results in terms of improvements on each goal; connect to instruction, standards, and contextual factors; draw conclusions.*
- *Report in both percentages and raw data (actual number of students).*
- *What are some limitations of a small data sample?*

Reflection on what the data mean including the progress of student groups. Evaluate how your instruction was informed by the data. Include formative assessment data.

- *Reflect on and evaluate your instruction for the subgroups.*
- *What student needs did you meet or not meet?*
- *What content or skills were not mastered?*
- *Summarize formative assessment for the subgroups comparing the differences in performance and why. Cite the data. How many passed the formative assessments? Why did this happen?*
- *How did you adjust your instruction?*

Each Individual Performance on Unit Goals

Insert bar graph(s) #4A/B representing pre/post data on each student for each Unit Goal. (Visual Representation)

- *For support about how to create graphs and tables, please click [HERE](#).*

Analysis of the data represented on the tables and/or graphs.

- *Identify the number and percentage that made progress in each goal.*
- *Look at those students who were already at target on the pretest and discuss if they showed any growth.*

Evaluation of instructional practice in terms of specific student needs that were noted in Contextual Factors. Identification of small groups for intervention and/or enrichment of specific content/skills based on data representations.

- *Look at the data for students whose performance is very different from the average students in the class.*
- *Discuss the effectiveness of “Adaptations or Differentiated Instruction” and “Assessment Plan” for these students.)*
- *Identify and discuss the number and percentage of students who need remediation.*

Identification of student misconceptions of content.

- *Looking at the results, what do you notice about results, drilling down to the learning goal, and in each question, that reveals misconceptions of learning the content?*
- *Identify both the type of question and the skill or content in each question.*
- *Identify the number of students who missed each question.*
- *Analyze the strategy you used to teach the content. Was it an effective strategy? Support your discussion with data?*
- *Discuss how during teaching you used contextual factors information. How did your instruction impact results? Cite data to support your conclusion.*
- *Now, look at each question and the students who did not master the content. Identify small groups of students for reteaching. Discuss how you will reteach—what will you do differently for these students.use intervention strategies here...*

Reflection of Teaching

Description of 1 strength based on your teaching unit

- *Identify one area of strength based on the student performance and analysis of their learning.*
- *Connect evidence to [Kentucky Framework for Teaching](#), [High-Impact Instructional Strategies](#), and [Model Curriculum Framework](#).*
- *Provide 3 other pieces of evidence to support this strength – this may include: Formative assessment results, summative assessment results, feedback from mentor teacher, and feedback from university supervisor.*
 - *Optional: provide 1 video clip (indicating a 3 to 5-minute section) and make sure and state specifically the time stamp to start and end the video.*

Describe 2 improvements or changes that could be made to instruction and/or assessment for this unit if you were to teach this unit again.

- *Identify two areas that you would like to improve and change, indicating what you need to do better, based on the student performance and analysis of their learning.*
 - *Connect evidence to [Kentucky Framework for Teaching](#), [High-Impact Instructional Strategies](#), and [Model Curriculum Framework](#).*
 - *The changes must be related to impacting student learning..... not the climate or environment.*

- Provide 3 other pieces of evidence to support this strength – this may include: Formative assessment results, summative assessment results, feedback from mentor teacher, and feedback from university supervisor.
 - Optional: Provide 1 video clip (indicating a 3 to 5-minute section) and make sure and state specifically the time stamp to start and end the video.
- Regarding an immediate priority for improvement, provide any initial steps you will have done or plan for the future. For example, what is something you already did to make a change and readjust your teaching?

***Note: To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column.**

Analysis of Student Performance and Reflection of Teaching				
Criteria	Beginning	Developing	Proficient	Exemplary
ASL 1 Visual Representation of Student Performance KTPS 1, 2, 6	Missing 2 or more visual representations or visuals do not clearly or accurately communicate data	All graphs included with minor errors.	Sophisticated use of technology tools to create all 6 graphs/tables that communicate student learning data legibly and accurately.	Developing a unique chart or graph to enhance analysis.
ASL 2 Analysis of Student Performance Data KTPS 1, 2, 6	Minimal or unclear analysis of student performance data.	Some analysis of student performance data	Accurate and logical analysis of the data results to determine the progress of individuals and groups toward learning goals.	Thorough elaboration citing specific and meaningful data beyond the required graphs, data, and student performance.
ASL 3 Instructional Implications from Data/Conclusions KTPS 1, 2, 5, 6, 7	Inaccurate conclusions and instructional implications drawn from data or inaccurate data used to draw conclusions.	Some or unclear conclusions and instructional implications drawn from data and reported using both percentages and raw data.	Accurate and meaningful conclusions and instructional implications are drawn from data referencing trends and patterns in student performance and misconceptions of content.	Thorough elaboration and meaningful implications/conclusions drawn beyond the required criteria, referencing a plan for improving instruction.
ASL 4 Identify Teaching Strength and Improvements KTPS: 1, 2, 9	Minimal or inaccurate discussions of strengths and improvements.	Some discussion of teacher's strengths and improvements	Appropriate, logical, and detailed discussion of 2 of the teacher's strengths and 1 improvement as related to student learning.	Includes extra video clip and/or instructional examples showing thorough elaboration and meaningful understanding of strengths and how to improve as a teacher.

Key Assessment 6: Design for Instruction

Section 1	Section 2	Section 3
Teacher Candidate's Name:		School:
Class Name:		Age/Grade Level of students:

Analyze pre-assessment data and report the results and implications.

	Pre-Assessment Results	Implications for Instruction and Assessment
Students mastering Unit Goal 1	<i>Insert data here</i>	<i>If the students performed poorly on the pre-assessment, how can you support them and adjust planning for instruction? If some of your students mastered the Unit Goal, how will you adjust/modify your Unit Goals and instruction? Note how you will provide different experiences due to varying student mastery levels on the pre-assessment.</i>
Students mastery Unit Goal 2	<i>Insert data here</i>	
Type of Questions missed the most	<i>Insert data here</i>	<i>Analyze why they performed poorly on this type of question. Content, cognitive complexity? Are all items well-written?</i>
Content missed the most	<i>Insert data here</i>	<i>Analyze why they performed poorly on this content. Prior knowledge and experience? Cognitive complexity? Are all items well-written?</i>

Design an instructional sequence (number of days determined by instructor) that addresses the Unit Goal, contextual factors, and student performance on the Unit Pre-Assessment. (Copy & paste the template below 4 -10 times depending on the number of instructional days in your unit). Optional: Video record lessons.

Day 1

Unit Goal(s):

- *Write out the Unit Goal(s) addressed in this lesson*

Lesson Objective:

- *Include Audience, Behavior, Condition, and Degree (ABCD)*
- *Align lesson objective to Unit Goal(s) and Bloom's Taxonomy Level of the Unit Goal(s)*

Resources

- *Identify resources used to plan and implement this lesson to support student learning, including manipulatives, handouts, technology, websites, videos, and personnel (be sure to include links to all online resources, such as websites, Google resources, etc.*

Lesson Plan Steps/Procedures: (format to match program pathway)

- *Format: Create a list of numbered steps for each unit lesson. (Think of this as an “overview” of each lesson plan of your unit.)*
- *Include in the plan:*
 - *Description of the lesson introduction that includes:*
 - *lesson’s learning target (“I can” statement)*
 - *“hook” to gain students' attention and focus on learning target*
 - *Describe Instructional strategies and include hyperlinks to lesson materials that demonstrate:*
 - *real-world connections*
 - *high levels of student engagement*
 - *tasks aligned to learning target, learning goal, and objective in content and with Bloom’s levels*
 - *instruction differentiated to meet the needs of all students (See Contextual Factors and pre-assessment data)*
 - *variety of high-yield/evidence-based/research-based strategies, activities, assignments, resources, and technologies (reference [Model-Curriculum Framework \[see Sections on Instruction and Design\]](#), [High-Impact Instructional Strategies](#), For support with students with special needs, please refer to: [IEP and Lesson Plan Development](#), [High-Leverage Practices](#), and [Kentucky Framework for Teaching](#))*
 - *Attach formative assessment with an answer key or scoring guide.*
 - *Make sure your assessment aligns with your lesson objective.*
 - *Describe ways you are differentiating to address the specific learning needs of targeted students.*
 - ***Note: Save individual data on each formative assessment for the Analysis and Reflection section III.*
 - *Describe closure/wrap-up and connection to the next day’s learning.*
 - *Make a connection to students’ personal lives/experiences.*

****Note: To achieve an Exemplary on the rubric, a student must meet all the proficient expectations as well as the items in the Exemplary column.***

	Beginning	Developing	Proficient	Exemplary*
DI 1: Alignment KTPS 1, 2, 3, 4, 5, 6, 7	Misalignment in more than 1 area.	Misalignment in 1 area. Some omissions or errors.	Unit goals, lesson objectives, targets, Bloom’s levels, strategies, and assessments are in complete alignment.	Visual created that demonstrates complete alignment among all instructional parts.
DI 2: Content KTPS 4,5,7,8	Activity-driven instruction; included minimal content.	Content included but not the focus of lessons; some omissions or errors.	Content-driven instruction; content is accurate, adequately defined, and scaffolds learners toward attainment of the Unit Goals.	Content-driven instruction; content is in-depth, accurate, clearly defined, and skillfully scaffolded learners toward attainment of the Unit Goals. Cite research-based sources.
DI 3: Cognitive Engagement	Not fully addressing more than 1 area of engagement	Not fully addressing 1 area of engagement in daily plans	Students are actively involved in high-level thinking tasks, real-world learning, using	Engagement tasks are defended by explaining and citing multiple sources of

KTPS 1, 2, 3, 4, 5, 6, 7, 8			technology, and a variety of tasks and assessments, as appropriate. Appropriate transitions among strategies.	research-based strategies and assessments. Smooth transitions among strategies.
DI 4: Formative Assessment KTPS 6,7	Formative assessments included but do not meet validity and reliability standards.	Noted formative assessments; limited variety; most assessments are valid and/or reliable tools with which to document progress toward mastery of the Unit Goals.	Included and adequately described the use of multiple formative assessments; sufficient variety across lessons; assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals.	Included and fully described the use of multiple formative assessments; significantly variety across lessons; all assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals. Cite research-based sources.
DI 5: Differentiation KTPS 1, 2, 3, 4, 5, 6, 7, 8	Minimal efforts to differentiate	Several examples of differentiation	Pre-assessment data and contextual factors are utilized to effectively differentiate daily lesson plans by considering student interests, learning preferences, readiness, and learning environment.	Differentiation methods are defended by explaining and citing multiple sources of research-based techniques.