

Assurance of Student Learning 2020-2021

College of Health and Human Services

School of Kinesiology Recreation and Sport

Program 587 Physical Education

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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: PETE 322 Observation and On-site Evaluation – Unable to complete due to COVID

Instrument 3 | Direct: PE ~~394~~ 123 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 ~~394~~ 123 Lesson Plan/Peer Teaching

Instrument 3 | Direct: PETE 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.

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 revised 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, as the sequencing of some courses was revised, we will gather the evidence of those outcomes as the revised curriculum and sequencing is implemented. 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.

Thank you,

Physical Education

New Spring of 2021 Statement

This last 2021 cycle we are finally seeing some data from our curricular changes and it is looking promising. A minor adjustment to which course we assessed on 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.

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 mean time 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 faculties 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.

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	93%	
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	95%	
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%	
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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Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

2020- 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.

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 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.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

2019 - 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.

2020 - 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.

2021- 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.

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.

2020 – 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.

2021 – 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. Outcome 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

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	93%
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 391 123 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	100%
Methods	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.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

2019/2020 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.

2021 – 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 students 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.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

2019-20 New curriculum implemented beginning Fall 2019. No additional follow-up is anticipated. We will continue to monitor outcomes and instruments.

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 AOL outcome and help determine if we are maintaining progress from the 2.1 and 2.3 outcomes.

Next Assessment Cycle Plan

2019-2020 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

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.

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	100%
Methods	<p>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.</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 394 123 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	100%
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	100%
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
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>2019/20 - 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> <p>2021 – 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 students 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.</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>2019 - 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</p> <p>2020 – Will assess in three years</p> <p>2021- The follow up will continue for 2 more cycles ensuring we are able to get a full cohort of students through testing the same outcomes.</p>			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome).			
<p>2020- 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.</p> <p>2021- 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 391 is not. We will get a better idea of our curricular needs utilizing the PE 123 course.</p>			

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 AOL 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						

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 Object Control Skills; demonstrate teaching and organizational skills to teach a group in Object Control, Manipulation, and implementation of strategies.

	6 Exemplary	5 Acceptable	4 Minimal	3 Inadequate
Content Knowledge	The student clearly understands and demonstrates the concepts of object control skills and manipulation as it relates to teaching and demonstrating skills necessary for Elementary	The student clearly understands the concepts of object control skills and manipulation as it relates to teaching and demonstrating skills necessary for Elementary Physical Education	The student has a minimal understanding of the concepts of object control skills and manipulation as it relates to teaching and demonstrating skills necessary for Elementary Physical Education	The student does not understand the concepts of object control skills and manipulation as it relates to teaching and demonstrating skills necessary for Elementary Physical
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 = 25			Total Points Earned:	/25

- **Holistic Score of 1 = Analytic Rubric Score Range 10-13**
- **Holistic Score of 2 = Analytic Rubric Score Range 13-16**
- **Holistic Score of 3 = Analytic Rubric Score Range 17-21**
- **Holistic Score of 4 = Analytic Rubric Score Range 22-25**

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 individual learners	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 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		

2. **Holistic Score of 1 = Analytic Rubric Score Range 6-9**
3. **Holistic Score of 2 = Analytic Rubric Score Range 10-13**
4. **Holistic Score of 3 = Analytic Rubric Score Range 14-16**
5. **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

6. Develops significant age-appropriate physical education objectives aligned with specific knowledge and movement skills (perform, analyze and/or create movement activities).
7. 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.
8. 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**