

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 <u>Yes</u> , 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 444-123 Rhythms Routine - 19. Students Assessed Fall 2023 Spring 2024	
Instrument 2	Direct: PE 212 Skills Testing - 33 Students Assessed Spring 2024	
Instrument 3	Direct: PE 320 KTIP lesson plan - Moved to PE 414 and aligned with CAEP Key assessment 5B Analysis of Student Performance and Reflection of Teaching	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not
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 - 19. Students Assessed Fall 2023	
Instrument 2	Direct: PETE 322 Observation and On-site Evaluation – Moved to PE 414 and aligned with CAEP teacher ed Key Assessment 5A Unit Goals and Assessment	
Instrument 3	Direct: PE 123 Lesson Plan/Peer Teaching - Moved to PE 414 and aligned with CAEP teacher ed Key assessment's 6 Design for Instruction	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not
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 Moved to PE 414 and aligned with CAEP Key assessment 5B Analysis of Student	
Instrument 2	Direct: PE 123 Lesson Plan/Peer Teaching – Moved to PE 414 and aligned with CAEP teacher ed Key Assessment 6 Design for Instruction	
Instrument 3	Direct: PETE 322 Observation and On-site Evaluation – Moved to PE 414 and aligned with CAEP teacher ed Key assessment 5A, Unit Goals and Assessment	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not
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.

(2023-2024)

Last year we specifically mentioned that we would be moving towards changes to our instruments and piloting the Key Assessments we use for our CAEP accreditation. While the initial utilization of these assessments was a positive step forward, our pilot implementation strategy encountered some challenges. One significant observation was the impact of not requiring students to complete the key assessments until they all demonstrated at least a minimum proficient level prior to submission. This contributed to meeting our AOL standard, but a lower-than-preferred outcome (We would like to move towards 100% proficiency for the Key Assessments). The submission of Key Assessments to the Anthology portfolio and Blackboard may have contributed to the initial issue with that and can be easily remedied. To address this issue, a revised submission protocol will be implemented going forward. Key Assessments will only be submitted to Anthology after students demonstrate proficiency, ensuring clearer expectations and streamlined assessment processes. This will also be revisited for other measures. Looking ahead, we anticipate improved performance outcomes as we refine our assessment strategies and streamline submission processes. By implementing a proficiency requirement prior to the anthology submission, and clarifying submission expectations, we aim to achieve 100% student proficiency in turn, easily meeting our 90% SLO expectation in the coming years. Since The 2023-24 academic year served as a pilot phase for integrating our AOL and CAEP accreditation assessments. We feel we are sitting very well moving forward and will make sure to remedy all issues encountered in the transition this year. While the other assessments were not new to us, we encountered some of the same issues and we will be discussing implementing the same type of "proficient, or nothing" level expectations type action in order to ensure we are putting both knowledgeable and skilled professionals into the field.

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 444 123 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. 17/19	89.47%	
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. 29/33	88%	
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) PE 414 Key assessment 5B Analysis of Student Performance and Teaching			
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. 21/22	95%	

Methods	<p>Key Assessment 5B focuses on analyzing student performance over a 1–3-day educational unit and reflecting on the teaching practices used.</p> <ul style="list-style-type: none"> • Analysis of Student Performance: <ul style="list-style-type: none"> - Include an introduction about the unit, such as content, timeline, and student count. - Use data visualizations (graphs/tables) to show pre- and post-assessment results for the whole class and individual questions. - Analyze data trends, growth rates, and disparities among learning goals. Discuss factors influencing these results and draw conclusions about the effectiveness of the teaching and the assessments. • Subgroup Analysis: <ul style="list-style-type: none"> - Identify and compare specific student subgroups - Hypothesize and then validate or invalidate your assumptions about their performance based on data. • Reflection on Teaching: <ul style="list-style-type: none"> - Reflect on teaching practices by discussing what worked well and what didn't, based on data. - Identify specific strengths and areas for improvement. - Discuss the adjustments made during the unit based on formative assessments and other feedback instruments. • Future Improvements: <ul style="list-style-type: none"> - Based on the analysis and reflection, outline possible changes and improvements for future units to enhance learning outcomes.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<div data-bbox="1732 89 1785 116">Met</div> <div data-bbox="1873 89 1969 116">Not Met</div>
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)	
<p><u>2020-</u> Results, Conclusion, Next Assessment Cycle Plan Our timeline for the current assessments is four years, as that will ensure one rotation of students has been ensured they have not missed anything. We also feel that when you change things too fast you don't know which variable was the successful change. We will be collecting more data from the new courses our students take in the college of education as well. We may not need to address as many KTIP areas and may need to move over more in the content related knowledge.</p> <p><u>2021-</u> Results 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.</p> <p>Conclusions 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.</p> <p>Next Assessment Cycle Plan 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.</p> <p><u>2022-</u> Results 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.</p> <p>Conclusions 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.</p> <p>Next Assessment Cycle Plan 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/program 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 one or more ASL outcomes.</p> <p><u>2023 –</u> 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.</p>	

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

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.

2024-

Results: The results of this assessment were about expected. We were .03% away from the 1.1 SLO, 2% from the 1.2 and 5% above our newly piloted SLO 1.3.

Conclusions: Based upon last year's lower percentage of students not meeting the SLO 1.1 goal for the PE 111 course we made the decision to move that to PE 123. It looked to be a positive move. We chose to leave SLO 1.2 alone for a year as we didn't want to change too many variables. Our new SLO 1.3 looked to be a success as a pilot, and we will be looking at some of the quirks of implementation this summer.

Next Assessment Cycle Plan

We plan to continue the assessments from this year and moving forward with the Key Assessment we added. Last year, we noticed that including non-majors impacted the results for SLO 1.1 in PE 111, so we moved this assessment to PE 123. This change looks promising, and we'll watch it closely for another year to see how well it works. SLO 1.2 stayed the same and we had similar results. We may move to requiring every student passing the skills test with proficient scores. This would not only improve the SLO 1.2 scores, but more importantly we could ensure we are sending highly skilled future teachers to the field. Also, our new pilot SLO 1.3 did better than we expected, but it still needs some adjustments for how we handle submission.

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 444123 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 17/19	89.47%	
Methods	Present rehearsed movement sequences and stunts, which demonstrate content knowledge of gymnastic-like body management skills and movement concepts.			
Measurement Instrument 2	Direct: PETE 322 Observation and On-site Evaluation – PE 414 Key Assessment 5A Unit Goals and 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 20/22	90%	
Methods	Key Assessment 5A involves developing a concise unit plan for a 1–3-day educational unit in a chosen class. <ul style="list-style-type: none">• Setting Unit Goals: Formulate two specific learning objectives for the unit, ensuring at least one involves higher-level cognitive skills such as analyzing, evaluating, or creating as per Bloom's Revised Taxonomy.• Aligning with Standards: List and source educational standards that the unit goals address, ensuring they are appropriate for the age/grade level of the students.• Assessing Prior Knowledge: Describe the students' existing knowledge and skills relevant to the unit. This includes discussing prior learnings with a mentor teacher and considering any relevant Individual Education Plan (IEP) goals.• Considering Contextual Factors: Address four key contextual factors affecting the unit, including special needs, language proficiency, cultural richness, and a chosen area such as technology or real-world connections. Detail how these factors influence the design of assessments and lesson plans.• Developing Assessments: Design pre- and post-assessments that reflect the unit's goals and Bloom’s levels, including a variety of question types and clear criteria for mastery.			
Measurement Instrument 3	Direct: PE 123 Lesson Plan/Peer Teaching – PE 414 Key assessment 6 Design for Instruction			
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 20/22	90%	

Methods	<p>Key Assessment 6: Design for Instruction is a detailed educational task focused on designing and instructing a teaching plan with pre-assessment outcomes aligned with specific unit goals.</p> <ul style="list-style-type: none">• Pre-Assessment Analysis:<ul style="list-style-type: none">- Results: Gather data on student mastery levels for each unit goal before instruction begins.- Implications for Instruction: Based on pre-assessment results, adapt your teaching plans. For students who struggled, determine how to provide additional support. For those who mastered the content, consider how to offer more advanced or varied learning experiences.• Instructional Design:<ul style="list-style-type: none">- Unit Goals: Clearly state the goals for each day's lesson.- Lesson Objectives: Define what students should learn using the ABCD model (Audience, Behavior, Condition, Degree) and align these objectives with the unit goals and Bloom's Taxonomy.- Resources and Strategies: Identify and utilize various educational resources and strategies to support student learning, considering the unique needs and contexts of your students.- Lesson Plan Steps: Outline the structure of each lesson, including introduction, main activities, formative assessments, and closure, ensuring high engagement and effective learning.- Formative Assessments: Include assessments that align with the lesson objectives and provide detailed feedback mechanisms.• Rubric for Assessment:<ul style="list-style-type: none">- Alignment: Ensure all elements of the lesson—from objectives and activities to assessments—are aligned with the unit goals.- Content: Focus on delivering content-driven instruction that is accurate, clearly defined, and supports the achievement of unit goals.- Cognitive Engagement: Engage students in high-level thinking and real-world applications.- Formative Assessment: Use a variety of valid and reliable formative assessments to gauge and support student progress.- Differentiation: Adapt instruction based on pre-assessment data and student needs to cater to diverse learning styles and abilities.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

2020/2021

Results

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.

Next Assessment Cycle Plan

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.

2022

Results

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.

Next Assessment Cycle Plan

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

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.

Next Assessment Cycle Plan

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.

2024

Results: The results of this assessment were about expected. We were .03% away from the 2.1 SLO and met the 2.2 and 2.3 in the first year of their pilot run.

Conclusions: Based upon last year's lower percentage of students not meeting the SLO 2.1 goal for the PE 111 course we moved that to PE 123. It looked to be a positive move. Our new SLO's 2.2, and 2.3 looked to be a success as pilots, and we will be looking at some of the quirks of implementation this summer.

Next Assessment Cycle Plan

As stated last year, moved forward with the Key Assessments for the SLO 2.2 and 2.3. While we met our Target measures for our learning outcomes there are some submission details, we will need to revisit with how we would like our students to meet proficiency for the CAEP measures prior to submitting their work to anthology. Moving the SLO 2.1 to PE 123 a good move and will remain as is for next cycle.

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	Direct: PE 123 Lesson Plan/Peer Teaching —PE 414 Key Assessment 5B Analysis of Student Learning			
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 21/22	95%	
Methods	Key Assessment 5B focuses on analyzing student performance over a 1–3-day educational unit and reflecting on the teaching practices used. Analysis of Student Performance: Include an introduction about the unit, such as content, timeline, and student count. Use data visualizations (graphs/tables) to show pre- and post-assessment results for the whole class and individual questions. Analyze data trends, growth rates, and disparities among learning goals. Discuss factors influencing these results and draw conclusions about the effectiveness of the teaching and the assessments. Subgroup Analysis: Identify and compare specific student subgroups Hypothesize and then validate or invalidate your assumptions about their performance based on data. Reflection on Teaching: Reflect on teaching practices by discussing what worked well and what didn't, based on data. Identify specific strengths and areas for improvement. Discuss the adjustments made during the unit based on formative assessments and other feedback instruments. Future Improvements: Based on the analysis and reflection, outline possible changes and improvements for future units to enhance learning outcomes.			
Measurement Instrument	Direct: PETE 322 Observation and On-site Evaluation – PE 414 Key Assessment 6 Design for Instruction			
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 20/22	90%	

Methods	<p>Key Assessment 6: Design for Instruction is a detailed educational task focused on designing and instructing a teaching plan with pre-assessment outcomes aligned with specific unit goals.</p> <ul style="list-style-type: none"> • Pre-Assessment Analysis: <ul style="list-style-type: none"> - Results: Gather data on student mastery levels for each unit goal before instruction begins. - Implications for Instruction: Based on pre-assessment results, adapt your teaching plans. For students who struggled, determine how to provide additional support. For those who mastered the content, consider how to offer more advanced or varied learning experiences. • Instructional Design: <ul style="list-style-type: none"> - Unit Goals: Clearly state the goals for each day's lesson. - Lesson Objectives: Define what students should learn using the ABCD model (Audience, Behavior, Condition, Degree) and align these objectives with the unit goals and Bloom's Taxonomy. - Resources and Strategies: Identify and utilize various educational resources and strategies to support student learning, considering the unique needs and contexts of your students. - Lesson Plan Steps: Outline the structure of each lesson, including introduction, main activities, formative assessments, and closure, ensuring high engagement and effective learning. - Formative Assessments: Include assessments that align with the lesson objectives and provide detailed feedback mechanisms. • Rubric for Assessment: <ul style="list-style-type: none"> - Alignment: Ensure all elements of the lesson—from objectives and activities to assessments—are aligned with the unit goals. - Content: Focus on delivering content-driven instruction that is accurate, clearly defined, and supports the achievement of unit goals. - Cognitive Engagement: Engage students in high-level thinking and real-world applications. - Formative Assessment: Use a variety of valid and reliable formative assessments to gauge and support student progress. - Differentiation: Adapt instruction based on pre-assessment data and student needs to cater to diverse learning styles and abilities.
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Measurement Instrument 3	Direct: PETE 322 Observation and On-site Evaluation - PE 414 Key assessment 5A, Unit Goals and 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 20/22	90%
Methods	<p>Key Assessment 5A involves developing a concise unit plan for a 1–3-day educational unit in a chosen class.</p> <ul style="list-style-type: none"> • Setting Unit Goals: Formulate two specific learning objectives for the unit, ensuring at least one involves higher-level cognitive skills such as analyzing, evaluating, or creating as per Bloom's Revised Taxonomy. • Aligning with Standards: List and source educational standards that the unit goals address, ensuring they are appropriate for the age/grade level of the students. • Assessing Prior Knowledge: Describe the students' existing knowledge and skills relevant to the unit. This includes discussing prior learnings with a mentor teacher and considering any relevant Individual Education Plan (IEP) goals. • Considering Contextual Factors: Address four key contextual factors affecting the unit, including special needs, language proficiency, cultural richness, and a chosen area such as technology or real-world connections. Detail how these factors influence the design of assessments and lesson plans. • Developing Assessments: Design pre- and post-assessments that reflect the unit's goals and Bloom's levels, including a variety of question types and clear criteria for mastery. 		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<div>Met</div> <div>Not Met</div>
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

2021

Results/Conclusions

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.

Next Assessment Cycle Plan

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

Results/Conclusions

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.

Next Assessment Cycle Plan

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

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

We 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.

2024

Results: The students met 3.1, 3.2 and 3.3 learning goals in the first year of their pilot run.

Conclusions: Our new SLO's looked to be a success as pilots, however, while they met the 90% threshold, we would like to look further into at some of the quirks and other issues discussed earlier in this report prior to data collection next year.

Next Assessment Cycle Plan A

As stated last year and in the previous SLO 2, we moved forward with the Key Assessments for the SLO 3.1, 3.2, and 3.3. While we met our Target measures for our learning outcomes, like stated previously there are some submission details we will need to revisit with how we would like our students to meet proficiency for the CAEP measures prior to submitting their work to anthology.

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 ASL Outcomes	1/2	1/3	3	3	1/3	3	3			3
PE 111	Rhythms Routine	Rhythms Routine						Rhythms Routine		
PE 123	Peer Teaching Rhythms Routine	Peer Teaching Rhythms Routine	Peer Teaching							
PE 211										
PE 212	Skills Test	Skills Test			Skills Test					
PE 310										
PE 311										
PE 313										
PE 319										
PE 320	KTIP Lesson Plan	KTIP Lesson Plan								
PETE 322	Observation and On-site Evaluation	Observation and On-site Evaluation		Observation and On-site Evaluation						
PE 414	Anthology TWS (5A,5B,6)	KEY Assessment (5A,5B,6)	Anthology TWS (5A,5B,6)	KEY Assessment (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)	
PETE 415										

Items in **Green** are new and will be this is the first pilot year transitioning to implementation. Once fully implemented they will meet outcomes for both CAEP, ASL, SHAPE, and all the KY teaching standards except the leadership, which is done during student teaching and tracked through the college of education.

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

Program name:	Physical Education				
Department:	School of Kinesiology Recreation and Sport				
College:	College of Health and Human Services				
Contact person:	Keri Esslinger				
Email:	keri.esslinger@wku.edu				
KEY:					
I = Introduced					
R = Reinforced/Developed					
M = Mastered					
A = Assessed					
			Learning Outcomes		
			LO1:	LO2:	LO3:
			WKU 587 majors know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	WKU 587 Majors are physically educated individuals with the knowledge and skills necessary to demonstrate and/or assess	WKU 587 Majors plan and implement developmentally appropriate learning experiences that address the diverse needs of all students
Course Subject	Number	Course Title			
PE	111	Movement Themes and Concepts I	I	I	I
PE	123	Movement Themes and Concepts II	R/A	R/A	I
PE	211	Net / Wall and Target Sports	M	R/D	
PE	212	Striking / Fielding and Invasion Sports	R/A	R/A	
PE	300	Lifespan Leisure & Recreation Activities	R/D	R/D	
PE	310	Kinesiology	R/D		
PE	311	Exercise Physiology	R/D	R	R
PE	313	Motor Development	R/D	R	
PE	319	Adapted Physical Education	M	M	R/D
PETE	320	Methods in Early and Middle Childhood Physical Education	M	M	R/D
PE	324	Measurement and Evaluation in Kinesiology		M	
PETE	390	Fitness / Wellness Applications		R/D	
PE	290	Scientific Base/Conditioning		R/D	
PETE	322	Field Experience in Physical Education I	M	M	M
PETE	415	Field Experience in Physical Education II	M	M	M
PE	414	Secondary Health and Physical Education Curriculum	A	A	A

Rubric and Scoring procedures for Measurement Instruments listed

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 = 25			TOTAL POINTS EARNED:	/25
Holistic Score _____				

- Holistic Score of 1 = Analytic Rubric Score Range 6-10**
- Holistic Score of 2 = Analytic Rubric Score Range 11-15**
- Holistic Score of 3 = Analytic Rubric Score Range 16-20**
- Holistic Score of 4 = Analytic Rubric Score Range 21-25**

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				Name	Total /20
		1 (Cannot)	2 (Learning)	3 (Satisfactory)	4 (Proficient)		
1 = CAN NOT PERFORM (0-2 out of 10 attempts)	CLEAR DROP SERVE SMASH DRIVE	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 = PROFICIENT IN PERFORMING THE SKILL (8-10 out of 10)		1	2	3	4		
		1	2	3	4		

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 • Targ • et at back of court 	<ul style="list-style-type: none"> • Wristcocked • 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"> • Wristcocked • Extend high • Snap wrist down • Target is below waist in front court 	<ul style="list-style-type: none"> • Wristcocked • Extend high • Follow in front of body • Target is deep across court to open area

- Holistic Score of 1 = Analytic Rubric Score Range 5-8
- Holistic Score of 2 = Analytic Rubric Score Range 9-12
- Holistic Score of 3 = Analytic Rubric Score Range 13-16
- Holistic Score of 4 = Analytic Rubric Score Range 17-20

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 1–3 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	<ol style="list-style-type: none"> 1. Explain fully EACH of the 4 contextual factors. 2. Fully explain how each factor influences how you are designing your pre- and post-assessment, lesson plans, and formatives. <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.

Question Number	Unit Goal	Bloom's Level	Correct Answer or Insert Scoring Tool with Mastery Level Identified
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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.-10			

a. The format of the assessment should be appropriate for the grade level. For example, consider student directions, font size, and spacing.

	Beginning 2	Developing 4	Proficient 6	Exemplary* 8
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.
				Total /24

- **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**

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:	

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

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)

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.*

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.*

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...*

- *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. (2)	Developing (4)	Proficient (6)	Exemplary (8)
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.
				Total /32

Holistic Score of 1 = Analytic Rubric Score Range 10-14

Holistic Score of 2 = Analytic Rubric Score Range 15-20

Holistic Score of 3 = Analytic Rubric Score Range 21-26

Holistic Score of 4 = Analytic Rubric Score Range 27-32

Key Assessment 6: Design for Instruction

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>
<i>The content Below is to be used as a template and copy and pasted 4-10 times depending on your unit plan</i>		

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. 3	Developing. 4	Proficient 5	Exemplary* 6
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	Included and adequately described the use of multiple formative assessments; sufficient variety across lessons; assessments are valid and reliable tools	Included and fully described the use of multiple formative assessments; significantly variety across lessons; all assessments are valid and reliable tools
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.
				Total /36

- **Holistic Score of 1 = Analytic Rubric Score Range 9-15**
- **Holistic Score of 2 = Analytic Rubric Score Range 16-22**
- **Holistic Score of 3 = Analytic Rubric Score Range 23-29**
- **Holistic Score of 4 = Analytic Rubric Score Range 30-36**