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| **Assurance of Student Learning Report****2024-2024** |
| College of Education and Behavioral Sciences  | School of Teacher Education |
| Advanced Teacher Education (0500) |
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| ***Is this an online program***? X Yes ☐ No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here X☐ Yes, they match!  |

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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. Add more Outcomes as needed.*** |
| **Program Student Learning Outcome 1:** **Apply content knowledge and pedagogical skills to instructional practice.** |
| **Instrument 1** | EDU 580 instructor faculty member(s) will review and score the *Special Topic Technology Supported Curriculum Development Work Product Guide* with an emphasis on instructional practice using the scoring  rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher. |
| **Instrument 2** | MAE (0500) instructor faculty member(s) will review and score the *Capstone Presentation* focusing on the reflection and improvement process of delivering instruction using the scoring rubric for the project.  Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher. |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **☐ Met** | **☐ Not Met** |
| **Program Student Learning Outcome 2:****Exhibit content knowledge and teaching proficiency in any additional areas of specialization.** |
| **Instrument 1** | Using the Praxis II in the chosen specialization to support teaching proficiency knowledge. |
| **Instrument 2** | Students will be required to develop a specialization project and communicate that research to the professor and course participants. MAE (0500) faculty member(s) will review and score the presentation using the scoring rubric. Students must score 3 (Proficient) or higher on the scoring rubric. |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **☐ Met** | **☐ Not Met** |
| **Program Student Learning Outcome 3:** **Identify, evaluate, and stipulate personalized student learning.** |
| **Instrument 1** | When evaluated by members of the MAE (0500) faculty in a review using the Standardized Scoring Rubric for the *Special Topic Research Work Product Guide*, ninety percent of graduate students who complete the Research project in EDU 580 will score 2 (Developing) or higher on the rubric for the Research Project. |
| **Instrument 2** | When evaluated by members of the MAE (0500) faculty in a review using the Standardized Scoring Rubric for the *Special Topic Research Prospectus Development Work Product Guide*, ninety percent of graduate students who complete the Research project presentation EDU 580 will score 2 (Developing) or  higher on the rubric for the Research Project. |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **☐ Met** | **☐ Not Met** |
| **Assessment Cycle Plan:**  |
| We in the MAE (0500) program are proud of our program and its revision to include multiple specializations. This revision is strongly supporting the strength of our candidates practicing in K-12 schools and can add certifications to currently practicing educators. To continue to develop we are looking forward to  adding updated and greater resources related to customization of specialization content. Course outcomes were reviewed as they related to more global programmatic change and adjustments were made to the MAE (0500) in support of continued student growth and success. The data displayed clearly in order to strongly support student success we will need to: Overall the target was met. However, our challenge will be to ensure that our program participants complete the key assessments. The lacking submissions impacted the overall program achievement. We will need to explore ways to ensure that incomplete assignments are addressed in a timely manner.We continued to engage greater focus on the relationship between content knowledge and best practice research application.We continued to engage greater focus on the utility of data in analyzing and interpreting the utilization of resources, collaboration between educators, and role of specialized learning in educator development.  Course outcomes will continue to be reviewed as they relate to more global programmatic change and adjustments will be made to MAE (0500) in support of continued student growth and success. The data displays clearly in order to strongly support student success we will need to: Our support should increase in this cycle addressing assignment resources related to specialization content knowledge to show candidate improvement. Continuing to implement greater focus on content knowledge. To support this process we will be providing greater and more current resources allowing for opportunity to explore topics individually and include peer reviewed resources. This will be implemented in the fall 2024 section(s) of EDU 580 and EDU 560.  In the 2023/2024 year, we implemented programmatic revisions related to the research project that will continue to influence implementation based on needs to more closely align with specialization standards and in-field changes. It is our hope to align the rubric to express greater variation in product quality and increase our opportunities for programmatic improvement.  |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | **Student Learning Outcome 1:****Apply content knowledge and pedagogical skills to instructional practice.** |
| **Measurement Instrument 1**  | EDU 580 instructor faculty member(s) will review and score the *Special Topic Technology Supported Curriculum Development Work Product Guide* with an emphasis on instructional practice using the scoring  rubric for the project. Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher. |
| **Criteria for Student Success** | Students excel in this project because they are able to identify a special topic to engage their specialization. The criteria included to support the developing pedagogical skill are, Lesson Elements, Lesson Materials, and Technology Use. The criteria included are measured at  the level or Novice (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or  Acceptable), and Distinguished (4 = Excellent). |
| **Program Success Target for this Measurement** | 90% of students will earn a score of 3  (Developing) or higher and on no individual  rubric dimension will the average score across  all students be less than 3. | **Percent of Program Achieving Target** | 100% of graduate students  scored 3 or higher on the  EDU 580 *Special Topic Technology Supported Curriculum Development Work Product Guide* and on  no dimension will the candidates average score be  less than 3. |
| **Methods**  | This *Special Topic Technology Supported Curriculum Development Work Product Guide* project is a component of the EDU 580 course, all of our program participants are required to complete this course and  project. Grading Rubric:**UDL Lesson Elements – 200 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - All elements of the chart are complete. Required sections of the chart or required revisions are completed on time. All statements in the chart are in complete sentences and are relevant to the study. All citations follow APA format.
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments.
* Developing - All elements of the chart are complete. Required sections of the chart or required revisions are completed on time All statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format.
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments.
* Beginning - Not all elements of the chart are complete. Required sections of the chart or required revisions are not completed on time All statements in the chart are not in complete sentences and/or are relevant to the study. The citations contained APA format errors.
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments.

**UDL Lesson Materials – 100 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - All elements of the UDL lesson plan materials are developed (worksheets, readings, etc.)
* Developing - Most elements of the UDL lesson plan materials are developed (worksheets, readings, etc.)
* Beginning - Not all elements of the UDL lesson plan materials are developed (worksheets, readings, etc.)

**Quality of Lesson Technology Use - 100 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - The technology used effectively addressed all of the following elements:
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments.
* Developing - The technology used effectively addressed some of the following elements:
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments..
* Beginning - The technology used ineffectively addressed some of the following elements:
	+ Express the focus of your UDL lesson plan.
	+ Complete the class analysis.
	+ Align with the content standards and curriculum map.
	+ Describe how this could connect with a larger unit.
	+ Create with scripting the Learning Objectives, Activities and Assessments.
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| **Measurement Instrument 2** | MAE (0500) instructor faculty member(s) will review and score the *Capstone Presentation* focusing on the reflection and improvement process of delivering instruction using the scoring rubric for the project.  Ninety percent of the graduate students will earn a score of 3 (Proficient) or higher. |
| **Criteria for Student Success** | Students engage strongly in this project because they are able to reflect on their delivery of instruction. The criteria included to support the developing instructional strategies are Organization, Presentation Format, and Reflection. The criteria included are measured at the level or Novice  (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and  Distinguished (4 = Excellent). |
| Program Success Target for this Measurement | 90% of students will earn a score of 3  (Proficient) or higher and on no individual  rubric dimension will the average score across  all students be less than 3. | Percent of Program Achieving Target100% | Eight of graduate students (100%) scored 3 or higher on the EDU 560 *Capstone Presentation* on no  dimension will the candidates average score be  less than 3. |
| **Methods** | This *Capstone Presentation* project is a component of the EDU 560 course, all of our program participants are required to complete this course  and project.

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| **Presentation** |   |   |   |
| Content | 4 – Exemplary | 3 – Proficient | 2 – Developing | 1 – Beginning |
| Content | The presentation clearly and fully communicates the problem, the methodology, data analysis, interpretation and results in a professional manner | The presentation clearly conveys the problem, the methodology, data analysis, interpretation and results | The presentation adequately conveys the problem, the methodology, data analysis, interpretation and results | The presentation fails to convey the problem, the methodology, data analysis, interpretation and results |
| Organization | The presentation was logically organized, including an informative introduction which clearly states the problem and its significance with seamless transitions between topics | The presentation was logically organized, including a introduction which states the problem and its significance | The presentation was adequately organized, including an introduction which states the problem but not necessarily its significance | The presentation was poorly organized, and failed to include an introduction which states the problem and/or its significance |
| Presentation Format | Presentation used technology in an appropriate way that enhances the ability of the audience to understand the content | Presentation used technology in an appropriate way | Involved technology that did not enhance the audience’s ability to understand the data and its interpretation. | Involved technology that distracted from the audience’s ability to understand the data and its interpretation. |
| Reflection & Q&A | Student’s responses clearly demonstrate complete understanding and depth of the problem beyond the presentation | Student’s responses demonstrate complete understanding and depth of the problem | Student’s responses demonstrate an incomplete understanding and/or depth of the problem | Student’s responses fail to demonstrate an understanding and/or depth of the problem |

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| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **☐ Met** | **☐ Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: Overall the target was met. However, our challenge will be to ensure that our program participants complete the key assessments. The lacking submissions impacted the overall program achievement. We will need to explore ways to ensure that incomplete assignments are addressed in a timely manner.Also, prompts were added to help clarify what is included in each section of the 580 project ([Work Product Guide Assignment](https://docs.google.com/document/d/1ulxgxhhO5VNBHHGfDZV6jv9sPJURO69UuYn6kMpuNTc/edit?usp=sharing) &[Research Prospectus Assignment](https://docs.google.com/document/d/1DmACLadF_Hs7d-pr53VnfpMPT-UeEY-kkzVW0w4OECE/edit?usp=sharing)).Conclusions: The examples and assignment supports worked well for those who were completers. It enabled us to move folks from the Apprentice level to Proficient. **\*\*IMPORTANT - Plans for Next Assessment Cycle**: Our support should increase in this cycle addressing assignment resources related to instructional delivery to show candidate improvement. Continuing to implement greater focus on curriculum development and presentation delivery. To support this process we will be providing greater and more current resources allowing for opportunity to explore topics individually and include peer reviewed resources. This will be implemented in the fall 2024 section(s) of EDU 580 and EDU 560.  |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | **Exhibit content knowledge and teaching proficiency in any additional areas of specialization.** |
| **Measurement Instrument 1** | Using the Praxis II in the chosen specialization to support teaching proficiency knowledge. |
| **Criteria for Student Success** | Students showcase their knowledge of teaching proficiency by passing the Praxis II in their chosen specialization. The pass rate for each Praxis II varies across specialization areas. |
| **Program Success Target for this Measurement** | 75% of students will earn a score passing or higher. | **Percent of Program Achieving Target** | 100% of graduate students scored passing or higher on their chosen specialization for the Praxis II. |
| **Methods**  | This Praxis is a component of the EDU (0500) certification process for those increasing specializations on their certification.  |
| **Measurement Instrument 2** | Students will be required to develop a specialization project and communicate that research to the professor and course participants. MAE (0500) faculty member(s) will review and score the presentation using the scoring rubric. Students must score 3 (Proficient) or higher on the scoring rubric. |
| **Criteria for Student Success** | Students will gain knowledge through conducting action research on a topic relevant to their classroom practice and present research to the faculty member(s) and course participants. The criteria are measured at the level of Novice  (1 = Needs Much Improvement), Apprentice (2 = Needs Some Improvement), Proficient (3 = Good or Acceptable), and Distinguished (4 =  Excellent). |
| **Program Success Target for this Measurement** | 90% of students will earn a score of 3  (Proficient) or higher and on no  individual rubric dimension will the  average score across all students be  less than proficient. | **Percent of Program Achieving Target** | 100% of graduate students scored 3 proficient or higher on the EDU 560 capstone presentation and on no dimension will the candidates average score be less than 3. |
| **Methods** |

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| **Presentation** |   |   |   |
| Content | 4 – Exemplary | 3 – Proficient | 2 – Developing | 1 – Beginning |
| Content | The presentation clearly and fully communicates the problem, the methodology, data analysis, interpretation and results in a professional manner | The presentation clearly conveys the problem, the methodology, data analysis, interpretation and results | The presentation adequately conveys the problem, the methodology, data analysis, interpretation and results | The presentation fails to convey the problem, the methodology, data analysis, interpretation and results |
| Organization | The presentation was logically organized, including an informative introduction which clearly states the problem and its significance with seamless transitions between topics | The presentation was logically organized, including a introduction which states the problem and its significance | The presentation was adequately organized, including an introduction which states the problem but not necessarily its significance | The presentation was poorly organized, and failed to include an introduction which states the problem and/or its significance |
| Presentation Format | Presentation used technology in an appropriate way that enhances the ability of the audience to understand the content | Presentation used technology in an appropriate way | Involved technology that did not enhance the audience’s ability to understand the data and its interpretation. | Involved technology that distracted from the audience’s ability to understand the data and its interpretation. |
| Reflection & Q&A | Student’s responses clearly demonstrate complete understanding and depth of the problem beyond the presentation | Student’s responses demonstrate complete understanding and depth of the problem | Student’s responses demonstrate an incomplete understanding and/or depth of the problem | Student’s responses fail to demonstrate an understanding and/or depth of the problem |

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| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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)** |
| **Results**:We continued to engage greater focus on the relationship between content knowledge and best practice research application. **Conclusions**: Our 8 students were completers of the Action Research projects were all successful. One student found herself to be overwhelmed with new job responsibilities and some challenging life circumstances, so she decided to withdraw from the course at nearly the end of the semester. Students completed their presentations successfully, because the assignments leading up to the final presentation gave them opportunities to gather the information needed for their final presentations, one step at a time. The students who were most successful with their presentations were students who took advantage of one-on-one Zoom meetings and email communication with the instructor.**Plans for Next Assessment Cycle**: Our support should increase in this cycle addressing assignment resources related to specialization content knowledge to show candidate improvement. Continuing to implement greater focus on content knowledge. To support this process we will be providing greater and more current resources allowing for opportunity to explore topics individually and include peer reviewed resources. This will be implemented in the fall 2024 section(s) of EDU 580 and EDU 560.  |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | **Identify, evaluate, and stipulate personalized student learning.** |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**When evaluated by members of the MAE (0500) faculty in a review using the Standardized Scoring Rubric for the *Special Topic Research Work Product Guide*, ninety percent of graduate students who complete the Research project in EDU 580 will score 2 (Developing) or higher on the rubric for the Research Project. |
| **Criteria for Student Success** | Students developed an awareness of the importance of collecting and analyzing data in the library media center (or educational technology  center) to support the effect of the library on student learning. |
| **Program Success Target for this Measurement** | 90% of students will earn a score of 3  (Developing) or higher and on no individual  rubric dimension will the average score across  all students be less than Developing. | **Percent of Program Achieving Target** | 100% of students earned a score of 3  (Developing) or higher and on no individual  rubric dimension will the average score across  all students be less than Developing. |
| **Methods**  | This action research project is a component of the EDU 580 course, all of our program participants are required to complete this course.

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| Grading Rubric:**Research Process Chart – 100 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - All elements of the chart are complete. Required sections of the chart or required revisions are completed on time. All statements in the chart are in complete sentences and are relevant to the study. All citations follow APA format.
* Developing - All elements of the chart are complete. Required sections of the chart or required revisions are completed on time All statements in the chart are in complete sentences and are relevant to the study. Most citations follow APA format.
* Beginning - Not all elements of the chart are complete. Required sections of the chart or required revisions are not completed on time All statements in the chart are not in complete sentences and/or are relevant to the study. The citations contained APA format errors.

**Quality of Research Process – 50 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - All elements of the research process were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the research question and the methods used to answer the question. The annotated bibliography is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations reflect a thinking process related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide insights into the special topic.
* Developing - All elements of the research process were developed and executed, with most steps representing an understanding of the research question and the methods used to answer the question. The annotated bibliography is comprised of high quality, relevant journal articles from WKU databases such as EBSCO. The data collection and analysis were completed with accuracy and the discussion of the results, conclusions and limitations are related to the research question. Data visualization tools were used effectively to highlight the results of the study. The results and conclusion provide information into the special topic.
* Beginning - Not all elements of the research process were developed and executed. Many of the elements did not communicate an understanding of the research question and the methods used to answer the question. The annotated bibliography is not comprised of high quality, relevant journal articles from WKU databases such as EBSCO. Data visualization tools were not used effectively to highlight the results of the study. The data collection and analysis were not completed with accuracy and the discussion of the results, conclusions and limitations are not related to the research question. The results and conclusion fail to provide information into the special topic.

**Presentation - 50 pts*** Exemplary- All elements completed and additional entries are present beyond the basic required.
* Proficient - The presentation made effective use of data visualization, design and media technology to communicate the research process, results and conclusion in an engaging manner. Data is displayed for participants to easily understand the results of the study. Presentation contained all of the required elements. Student reviewed two presentations of another student.
* Developing - The presentation made use of data visualization, design and media technology to communicate the research process, results and conclusion. The results of the study are displayed visually. The presentation contains all the required elements. Student reviewed one of the presentations of another student.
* Beginning - The presentation did not make effective use of design and media technology to communicate the research process, results and conclusion. There is no visual display of the data. The presentation did not contain all the required elements. Student did not review the presentation of other students.
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| **Measurement Instrument 2** | When evaluated by members of the MAE (0500) faculty in a review using the Standardized Scoring Rubric for the *Special Topic Research Prospectus Development Work Product Guide*, ninety percent of graduate students who complete the Research project presentation EDU 580 will score 2 (Developing) or  higher on the rubric for the Research Project. |
| **Criteria for Student Success** | This research project is a component of the EDU 580 course, all of our program participants are required to complete this course. During the 2023-2024 year, 24 students successfully designed the action research project.  |
| **Program Success Target for this Measurement** | 90% of students will earn a score of 3  (Developing) or higher and on no individual  rubric dimension will the average score across  all students be less than proficient. | **Percent of Program Achieving Target** | 91% of graduate students  scored 3 or higher on the  EDU 580 projects and on  no dimension will the candidates average score be  less than 3. |
| **Methods** | This research project presentation is a component of the EDU 580 course, all of our program participants are required to complete  this course. The number of students that completed for the 2023-2024 year were 10 students successfully designed the action research  project and 1 did not complete the assignment |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **☐ Met** | **☐ Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: We continued to engage greater focus on the utility of data in analyzing and interpreting the utilization of resources, collaboration between educators, and role of specialized learning in educator development. **Conclusions**: Course outcomes were reviewed as they relate to more global programmatic change and adjustments were made to organization to support continued candidate growth and success. The data displays clearly that we need to continue to implement greater focus on the relevance and reflection identified to support in the specialization area.  To support this process we will be providing greater assignment direction, explicit examples, and opportunity to revise. This will be implemented in the fall 2024 section of EDU 580.**Plans for Next Assessment Cycle**: In the 2023/2024 year, we implemented programmatic revisions related to the research project that will continue to influence implementation based on needs to more closely align with specialization standards and in-field changes. It is our hope to align the rubric to express greater variation in product quality and increase our opportunities for programmatic improvement.  |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

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| **Evidence (course)** | a. Data Literacy | b. Research Methods | c. Data Analysis | d. Collaborative Activities | e. Technology Applications | f. Professional Dispositions |
| CORE |  |  |  |  |  |  |
| EDU 502 |  |  |  |  |  |  |
| EDU 503 (2X) |  |  |  |  |  |  |
| EDU 580 | Curriculum Project | Curriculum Project | Curriculum Project |  |  |  |
| EDU 560 | capstone rubric | capstone rubric | capstone rubric | capstone rubric | capstone rubric | YES |