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| **Assurance of Student Learning Report****2023-2024** |
| *College of Education and Behavioral Sciences* | *School of Teacher Education* |
| *SKyTeach Science and Mathematics Education #0774* |
| *Drs. Martha Day & Les Pesterfield* |
| ***Is this an online program***? [ ]  Yes x[ ] No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here x[ ]  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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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** | SMED 489 completion of **midterm and final teaching assessment rubrics** based on summative observation data conducted by the university supervisor. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 2:** Exhibit teaching proficiency and effectiveness in a clinical environment. |
| **Instrument 1** | SMED 489 complete a teacher work sample that demonstrates proficiency in lesson design, student assessment, and instructional decision making. The **teacher work sample rubric** serves as the evaluation instrument. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 3:** Employ a range of formative and summative assessments |
| **Instrument 1** | SMED 102 students develop and implement student assessment plans in a clinical setting.  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 4:** Identify, evaluate, and stipulate personalized student learning. |
| **Instrument 1** | SMED 470 Develop a problem based unit plan of instruction with respect to content, process, and product.  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 5:** Achieve the literacy outcomes of the professional education curriculum. |
| **Instrument 1** | SMED 470 students research and present a professional development workshop for their peers on research based effective teaching strategies that support literacy. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 5.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Program Student Learning Outcome 6:** Display the attitudes and dispositions of a professional educator. |
| **Instrument 1** | SMED 489 **student dispositions survey** completed by instructor, cooperating teachers, and university supervisors. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 6.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Assessment Cycle Plan:**  |
| All items were assessed during the 2023-2024 reporting period. |

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| **Program Student Learning Outcome 1** |
| **Program Student Learning Outcome**  | Apply content knowledge and pedagogical skills to instructional practice. |
| **Measurement Instrument 1**  | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**SMED 489 completion of **midterm and final teaching assessment rubrics** based on summative observation data conducted by the university supervisor.Midterm Assessment Rubric: [Copy of STUDENT TEACHING MID-TERM EVALUATION Fall 2023 - Google Docs](https://docs.google.com/document/d/1Dmz-3CenOti_pLtn9DL9ze1ELhRZeiMqr-rILbAX22o/edit)Final Assessment Rubric: [Copy of STUDENT TEACHING FINAL EVALUATION Fall 2023 - Google Docs](https://docs.google.com/document/d/1dYAImlrJJGKtBUyXlITOz7WHYj0IJAPykbn8pKUcOjE/edit) |
| **Criteria for Student Success** | *Students will earn midterm and final assessment grades of “C” or higher on both the midterm and final evaluations.* |
| **Program Success Target for this Measurement** | 100% of student teacher internship candidates will earn a grade of “C” or higher on both the midterm and final student teaching evaluation instruments.  | **Percent of Program Achieving Target** | 100% of students enrolled in this program earned a grade of “C” or higher on the midterm and final student teaching evaluation rubrics. |
| **Methods**  | 100% of program completers were assessed on this evaluation. Fall 2023 n= 3 Spring 2024 n=4 |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** | **100%** | **Percent of Program Achieving Target** | **100%** |
| **Methods** |  |
| **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.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester.**Conclusions**: This assessment tool is implemented in all programs and areas within the school of teacher education that lead to initial teacher certification. If changes are made in future assessment cycles, it will require adjustments within the entire unit.**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required across all programs for initial teacher certification in the school of teacher education. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |

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| **Program Student Learning Outcome 2** |
| **Program Student Learning Outcome**  | Exhibit teaching proficiency and effectiveness in a clinical environment. |
| **Measurement Instrument 1** | SMED 489 complete a teacher work sample that demonstrates proficiency in lesson design, student assessment, and instructional decision making. The **teacher work sample rubric** serves as the evaluation instrument.Rubric: [SMED 489: Capstone Instructional Unit (TWS) - EDU 489: Capstone (google.com)](https://sites.google.com/view/wkutws/edu-489-capstone) |
| **Criteria for Student Success** | Students will earn a rubric score of proficient or higher on the Capstone Instructional Unit |
| **Program Success Target for this Measurement** | 100% | **Percent of Program Achieving Target** | 100% |
| **Methods**  | 100% of program completers were assessed on this evaluation. Fall 2023 n=3 Spring 2024 n=4 |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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.** | **x****[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester.**Conclusions**: This assessment tool is implemented in all programs and areas within the school of teacher education that lead to initial teacher certification. If changes are made in future assessment cycles, it will require adjustments within the entire unit.**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required across all programs for initial teacher certification in the school of teacher education. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Employ a range of formative and summative assessments |
| **Measurement Instrument 1** | SMED 102 successful development and presentation of a student assessment workshop scoring proficient (3) or advanced (4) on the [rubric.](https://docs.google.com/document/d/1kkBJ6bL7lJnaSQFLOadkkjQO0VarRoHZyaALHzp3V_k/edit?usp=drive_link) |
| **Criteria for Student Success** | Students will earn a rubric score of proficient or higher on the student assessment workshop rubric. |
| **Program Success Target for this Measurement** | 77% (Level 3 or 4 on the rubric)\*A lower threshold was selected for this measure since it is an initial program assessment. | **Percent of Program Achieving Target** |  21 of 31 (67%) students scored proficient or higher on the rubric.  |
| **Methods**  | 100% of program completers were assessed on this evaluation. A rubric score of proficient or advanced was used as criteria for student success. Only 67% of students met the target and this was below our goal of 77% proficient or advanced. Fall 2023 n=13 Spring 2024 n=18 10 of 31 students did not meet the criteria. Of these 6 of the 10 students who did not meet the criteria redirected to different majors prior to the end of the semester. The remaining 4 students scored in the developing category on the rubric. Individual meetings were conducted with students not meeting proficiency and were given the opportunity to resubmit their work. |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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** | **x****[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The resultant data indicate that 21 of 31 (67%) students were proficient on the assessment. Of the 10 students who were not proficient, 10 submitted incomplete documents.**Conclusions**: This assessment tool is implemented in each iteration of the SMED 102 course. It entails a clinical field teaching experience that requires students to develop and implement formative and summative assessments and make instructional decisions based upon those assessments. A teacher’s ability to present content and look at an in-depth topic on formative and summative assessments is a critical skill for both developing and practicing teachers.**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required since the skills are a basic requirement for all classroom teachers. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |
| **Program Student Learning Outcome 4** |
| **Program Student Learning Outcome**  | Identify, evaluate, and stipulate personalized student learning. |
| **Measurement Instrument 1** | SMED 470 students develop a problem-based unit of instruction with respect to content, process, and product. **PBI Final project** [**rubric.**](https://docs.google.com/document/d/1D1WeanTl3nwoXxP0IpUOnwiXq5iJyvTe/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) |
| **Criteria for Student Success** | Students will earn a rubric score of 85% on the problem-based unit of instruction rubric. |
| **Program Success Target for this Measurement** | 85% | **Percent of Program Achieving Target** | 7 of 7 students or 100% of students enrolled in the course scored proficient or advanced on the rubric |
| **Methods**  | 100% of students were assessed on this evaluation. Fall 2023 n=3 Spring 2024 n=4 |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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 4.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The resultant data indicate that 7 of 7 (100%) students were proficient on the assessment. **Conclusions**: This assessment tool is implemented in each iteration of the SMED 470 course. A teacher’s ability to differentiate based on content, process, and product is a requisite skill for every teacher candidate.**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required since the skills are a basic requirement for all classroom teachers. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |
| **Program Student Learning Outcome 5** |
| **Program Student Learning Outcome**  | Achieve the literacy outcomes of the professional education curriculum. |
| **Measurement Instrument 1** | SMED 470 students research various research based effective teaching strategies with respect to literacy practices and present a professional development workshop to their peers. Research based effective teaching strategies assignment [rubric.](https://docs.google.com/document/d/1rnmP-zQ35R7bz8Se_7t7OupdoN-ecEMJ/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  | 100% of students were assessed on this evaluation. Fall 2023 n=3 Spring 2024 n=4 |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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 5.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
|   **Results**: The resultant data indicate that 7 of 7 (100%) students were proficient on the assessment. **Conclusions**: This assessment tool is implemented in each iteration of the SMED 470 course. A teacher’s ability to support literacy practices is an integral skill for a professional educator.**Plans for Next Assessment Cycle**: This criteria will be updated to include stronger connections with literacy practices in the next assessment cycle.. This assessment is required since the skills are a basic requirement for all classroom teachers. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |
| **Program Student Learning Outcome 6** |
| **Program Student Learning Outcome**  | Display the attitudes and dispositions of a professional educator. |
| **Measurement Instrument 1** | SMED 489 **student dispositions survey** completed by instructor, cooperating teachers, and university supervisors.Rubric: [Copy of Dispositions Ratings Fall 2023 Revised (Hard Copy for Student Teachers) - Google Docs](https://docs.google.com/document/d/1vPGPqhYKizF0ScmqarwNShzppR6_90G_pMgGk6eKc1s/edit) |
| **Criteria for Student Success** | Students will earn a rubric score of proficient or higher on the Dispositions Ratings. |
| **Program Success Target for this Measurement** | 100% | **Percent of Program Achieving Target** | 100% |
| **Methods**  | 100% of program completers were assessed on this evaluation. Fall 2023 n= 3 Spring 2024 n=4 |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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 6.** | **x[ ]  Met** | **[ ]  Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** |
| **Results**: The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester.**Conclusions**: This assessment tool is implemented in all programs and areas within the school of teacher education that lead to initial teacher certification. If changes are made in future assessment cycles, it will require adjustments within the entire unit.**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required across all programs for initial teacher certification in the school of teacher education. Program learning outcomes are not listed in topnet since the origin of the program pre-dates this practice. Courseleaf will be updated with program learning outcomes in the next assessment cycle. |

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

**Program Overview**

Students seeking certification in middle grades (5-9) or secondary grades (8-12) must complete both the science and mathematics education program (SMED) and one of the following: the middle school science (MSS) program (reference number 734), the middle grades mathematics (MGM) program (reference number 730), or a teacher certifiable science or mathematics content major. This combination of programs leads to a bachelor’s degree with a minimum of two majors. Completion of the two programs, as well as the successful completion of the current requirements to be recommended for certification, will qualify a student for Kentucky middle grades science or mathematics certification (grades 5-9), or secondary certification (grades 8-12) in one of the following approved science or mathematics secondary content fields: biology, chemistry, earth and space science, mathematics, or physics. Students seeking admission to the SMED program must earn a grade of C or higher in [SMED 101](https://nextcatalog.wku.edu/search/?P=SMED%20101) and [SMED 102](https://nextcatalog.wku.edu/search/?P=SMED%20102) and meet requirements for admission to teacher education.

Students seeking academic advising with regard to preparation as a science or mathematics teacher should contact the SKyTeach office, Kelly Thompson Hall - Office 1011A, (270) 745-3900, or refer to the SKyTeach website: <http://www.wku.edu/skyteach> for additional information.

The science and mathematics education program requires completion of 34 hours of professional education courses. The recommended Colonnade mathematics course is either [MATH 117](https://nextcatalog.wku.edu/search/?P=MATH%20117) or [MATH 118](https://nextcatalog.wku.edu/search/?P=MATH%20118). The required courses are:

| **Code** | **Title** | **Hours** |
| --- | --- | --- |
| [SMED 101](https://nextcatalog.wku.edu/search/?P=SMED%20101) | Step 1: Introduction to Inquiry-Based Approaches to Teaching | 3 |
| [SMED 102](https://nextcatalog.wku.edu/search/?P=SMED%20102) | Step 2: Introduction to Inquiry-Based Lesson Design | 3 |
| [SMED 310](https://nextcatalog.wku.edu/search/?P=SMED%20310) | Knowing and Learning in Mathematics and Science | 3 |
| [SMED 320](https://nextcatalog.wku.edu/search/?P=SMED%20320) | Classroom Interactions | 3 |
| [SMED 340](https://nextcatalog.wku.edu/search/?P=SMED%20340) | Perspectives on Mathematics and Science | 3 |
| [SMED 360](https://nextcatalog.wku.edu/search/?P=SMED%20360) | Research Methods for Math and Science Teachers | 3 |
| [SMED 470](https://nextcatalog.wku.edu/search/?P=SMED%20470) | Project-Based Instruction | 3 |
| [SMED 489](https://nextcatalog.wku.edu/search/?P=SMED%20489) | SMED Student Teaching Seminar | 3 |
| [MGE/SEC 490](https://nextcatalog.wku.edu/search/?P=MGE%20490) | Student Teaching 1 | 10 |
| **Total Hours** | **34** |
| Course List |

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[MGE 490](https://nextcatalog.wku.edu/search/?P=MGE%20490) for students seeking middle grades certification or [SEC 490](https://nextcatalog.wku.edu/search/?P=SEC%20490) for students seeking secondary certification.

**4-year Plan**

Students who wish to be science or mathematics teachers in middle or secondary schools must complete the major in Science and Mathematics Education (SMED), offered in the School of Teacher Education, and at least one content major from the following list (consult the catalog listing for the respective department for information about the requirements for the content majors):

| **Major/Concentration** | **Department** | **Leading to Teacher Certification in Grades** |
| --- | --- | --- |
| **Middle Grades Mathematics** | Department of Mathematics | Grades 5-9 |
| **Middle School Science** | OCSE Dean’s Office | Grades 5-9 |
| **Biology** | Department of Biology | Grades 8-12 |
| **Chemistry** | Department of Chemistry | Grades 8-12 |
| **Mathematics** | Department of Mathematics | Grades 8-12 |
| **Physics** | Department of Physics | Grades 8-12 |
| Major Department |

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| **School of Teacher Education Student Learning Outcomes** |  |
| **Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:** |  |
| **Courses** | **1. Demonstrate content knowledge in the academic disciplines** | **2. Apply the foundational principles of learning and teaching** | **3. Exhibit teaching competence in a clinical environment** | **4. Select, administer, and analyze results of formative and summative assessments** | **5. Identify, evaluate, and implement individualized instruction** | **6. Apply content knowledge, pedagogical skills, and technology to instructional practice** | **7. Identify, evaluate, and implement literacy practices** | **8. Display the dispositions of a professional educator** |  |
| SMED 101 |  | I | [I:assess](https://docs.google.com/document/d/1Y0F7UIW4_OQ6RqsaInirPtAq65PH6cYP/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | I | I | I | I | I |  |
| SMED 102 | I | I | [I:assess](https://docs.google.com/document/d/1eHRZSF1JYh92GOk0dz-KTEC8xFsWZs6xhm8EA51IQ64/edit?usp=sharing) | I | I | [I:assess](https://docs.google.com/document/d/1kkBJ6bL7lJnaSQFLOadkkjQO0VarRoHZyaALHzp3V_k/edit?usp=sharing) | I | I |  |
| SMED 310 | R | [D:assess](https://docs.google.com/document/d/1zFZitVf31XIDTZruKqK0YSQ6pD59djyX/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | R | R | R | R | I | [R:assess](https://docs.google.com/document/d/1c8wdfZajQ-P_PvmQdN8nPe0QLcMSYSa_/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) |  |
| SMED 320 | [D:assess](https://docs.google.com/document/d/1R5fpa6jTBzPRFllkxj0FRyCmNYCIV3_I/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | [D:assess](https://docs.google.com/document/d/1nh_XS_0UT6997-uITLsL10-K61uXT0hU/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | [D:assess](https://docs.google.com/document/d/1V1dFyeK3DUL_dTVrzuhDI8zLFp1Wihve/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | R | R | D | I | [R:assess](https://docs.google.com/document/d/1ZuuZjtLEOZse_KOe3VjmUhMADRfab6Yr/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) |  |
| SMED 340 | [D:assess](https://docs.google.com/document/d/1083KuMY_GFDRm4poNvVIeMRouGk4IwFu/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | R | [D:assess](https://docs.google.com/document/d/1083KuMY_GFDRm4poNvVIeMRouGk4IwFu/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | D | D | D | D | D |  |
| SMED 360 | [D:assess](https://docs.google.com/document/d/1yz2vHMHR6yVT-Fmnc0uil0u0Zc8p4IavDNcYaYfHTQ0/edit?usp=sharing) | R | R |  |  | R | D | R |  |
| SMED 470 | [D:assess](https://docs.google.com/document/d/1D1WeanTl3nwoXxP0IpUOnwiXq5iJyvTe/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true)  | [M:assess](https://docs.google.com/document/d/1D1WeanTl3nwoXxP0IpUOnwiXq5iJyvTe/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true)  | [M:assess](https://docs.google.com/document/d/1O-0Aeu21zKGYS5VQ6Nq6yDG8wVwE-yP8M0cKbjUPJiQ/edit?usp=sharing)  | [Key Assessment 5B: D (assess)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 5A &6: R (assess)](https://sites.google.com/view/wkutws/pre-student-teaching) | D | R | [M:assess](https://docs.google.com/document/d/1O-0Aeu21zKGYS5VQ6Nq6yDG8wVwE-yP8M0cKbjUPJiQ/edit?usp=sharing)  |  |
| SMED 489 | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) |  |
| MGE/SEC 490 | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) | M:assess (TWS) |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Key Assessments |  |  |  |  |  |  |  |  |  |