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| **Assurance of Student Learning Report****2022-2023** |
| *College of Education and Behavioral Sciences* | *School of Teacher Education* |
| *Master of Arts in Teaching #0495* |
| *Drs. Martha Day & Pam Jukes* |
| ***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! (If they don’t match, explain on this page under **Assessment Cycle)** |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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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 589 completion of **midterm and final teaching assessment rubrics** based on summative observation data conducted by the university supervisor. (Fa 23, Sp 24) |
| **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** | EDU 589 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. (Fa 23, Sp 24) |
| **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** | EDU 570 successful development of student assessment plans. **Test question workshop rubric. (Wi 24)** |
| **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** | EDU 522 Develop a differentiated unit plan of instruction with respect to content, process, and product. **Content, process, and product artifact rubrics. (Su 23, Sp 24)** |
| **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** | LTCY 510 **student artifacts in a case study (lesson planning and delivery) that includes interdisciplinary literacy practices situated in disciplinary literacy (Fa 23)** |
| **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** | EDU 589 **student dispositions survey** completed by instructor, cooperating teachers, and university supervisors.(Fa 23, Sp 24) |
| **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.**EDU 589 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= 14 Spring 2024 n=16 |
| **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.  |

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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** | EDU 589 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: [EDU 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=14 Spring 2024 n=16 |
| **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.  |

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| **Program Student Learning Outcome 3** |
| **Program Student Learning Outcome**  | Employ a range of formative and summative assessments |
| **Measurement Instrument 1** | EDU 570 successful development and presentation of a student assessment workshop scoring proficient (3) or advanced (4) on the [rubric](https://drive.google.com/file/d/13gF0_gN4SucUScbuhkSeqzvzg3LJlaVH/view?usp=sharing). |
| **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** | 85% (Level 3 or 4 on the rubric) | **Percent of Program Achieving Target** | 34 of 35 students or 97% of students enrolled in the course scored proficient 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. Winter 2024 n= 35 |
| **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.** | **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 34 of 35 students were proficient on the assessment. **Conclusions**: This assessment tool is implemented in each iteration of the EDU 570 course. 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 Student Learning Outcome 4** |
| **Program Student Learning Outcome**  | Identify, evaluate, and stipulate personalized student learning. |
| **Measurement Instrument 1** | EDU 522 Develop a differentiated unit plan of instruction with respect to content, process, and product. **Content, process, and product artifact rubrics.** |
| **Criteria for Student Success** | Students will earn a rubric score of 77% (46/60) on the content, process, and product artifact [rubric.](https://docs.google.com/document/d/1b4aRiMCrN21Mwg_4404otuufPATcygLj/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true)  |
| **Program Success Target for this Measurement** | 77% | **Percent of Program Achieving Target** | 33 of 36 students or 92% of students enrolled in the course scored proficient on the rubric |
| **Methods**  | 100% of students were assessed on this evaluation. Summer 2023 n= 13 Spring 2024 n=23 |
| **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 33 of 36 students were proficient on the assessment. Of the 3 students who were not proficient, 2 failed the course “FN” and 1 submitted incomplete documents.**Conclusions**: This assessment tool is implemented in each iteration of the EDU 522 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 Student Learning Outcome 5** |
| **Program Student Learning Outcome**  | Achieve the literacy outcomes of the professional education curriculum. |
| **Measurement Instrument 1** | LTCY 510 **teacher candidate artifacts in lesson planning that includes interdisciplinary literacy practices situated in disciplinary literacy (**[**case study template**](https://docs.google.com/document/d/10hh-X5KYkT-7a1_rQzhlzUu7UsnUPCyX/edit?usp=drive_link&ouid=101087168957928246926&rtpof=true&sd=true) **and** [**rubric for scoring case study**](https://docs.google.com/document/d/1uD0jQDCGeKaqVg-TEoCbRx4saPQYtbVW/edit?usp=sharing&ouid=101087168957928246926&rtpof=true&sd=true)**)**  |
| **Criteria for Student Success** | Teacher candidates will earn a score of 77% on the case study that includes lesson plans focusing on discipline-specific literacy that supports the development of interdisciplinary literacy skills in middle and secondary students.  |
| **Program Success Target for this Measurement** | 77% | **Percent of Program Achieving Target** | The submitted case studies of 78% 25 of the 32 teacher candidates in the course sections met or exceeded the target of 77%. |
| **Methods**  | All teacher candidates(100%) were assessed on this evaluation. Fall 2023 n=32 |
| **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 results are expected in this assignment. By the time the teacher candidate prepares and delivers the lesson plans involved in this assignment, all teacher candidate abilities required for success in this assignment have been presented and assessed individually through coursework. Teacher candidates have received feedback regarding their work. That feedback allows them to be more self-directed when this final assignment is created. Teacher candidates also have the option of writing and submitting one lesson plan to the professor for a no-points preview, an option that allows the teacher candidate to be made aware of necessary changes before the teaching of the lessons takes place. This helps the teacher candidate to provide strong instruction to the student(s) being taught and also to avoid possible points lost in the final draft of the assignment. **Conclusions**: LTCY 510 is the only literacy course that teacher candidates in our MAT take, and this assignment is a thorough assessment of the components of literacy that are vital to the development of literacy skills in middle and secondary students in all disciplines. An instructor-produced video that walks the teacher candidate through the case study template is provided as support for the case study. **Plans for Next Assessment Cycle**: The case study assignment in LTCY 510 is a thorough and accurate assessment of the teacher candidate’s necessary knowledge in order to be successful in the support of the disciplinary literacy development of their students, so few changes will be made to the assignment itself. The support video described previously will continue to be provided. Because of the variety of ways that teacher candidates may now obtain lesson plans, a section will be added to the case study template that requires the teacher candidate to explain the origin of the lesson plans. Options of origin will include but not be limited to district-adopted curricula and Artificial Intelligence (AI). This will allow teacher candidates to explore opportunities for locating lesson plans while also emphasizing the importance of citing sources.  |
| **Program Student Learning Outcome 6** |
| **Program Student Learning Outcome**  | Display the attitudes and dispositions of a professional educator. |
| **Measurement Instrument 1** | EDU 589 **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= 14 Spring 2024 n=16 |
| **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.  |

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

Master of Arts in Teaching 0495 Curriculum Map

Middle or Secondary Education Concentration

| **Code** | **Title** | **Hours** |
| --- | --- | --- |
| **Required Courses** |  |
| [EDU 589](https://catalog.wku.edu/search/?P=EDU%20589) | Advanced Internship for the MAT | 6 |
| [PSY 510](https://catalog.wku.edu/search/?P=PSY%20510) | Advanced Educational Psychology | 3 |
| [SPED 515](https://catalog.wku.edu/search/?P=SPED%20515) | Introduction to Special Education | 3 |
| [LTCY 519](https://catalog.wku.edu/search/?P=LTCY%20519) | Literacy Development and Instruction | 3 |
| or [LTCY 510](https://catalog.wku.edu/search/?P=LTCY%20510) | Methods of Teaching Literacy to Adolescents |
| [EDU 520](https://catalog.wku.edu/search/?P=EDU%20520) | Planning for Instruction 1 | 3 |
| [EDU 522](https://catalog.wku.edu/search/?P=EDU%20522) | Foundations of Differentiated Instruction | 3 |
| [EDU 570](https://catalog.wku.edu/search/?P=EDU%20570) | Educational Assessment for P-12 Learners | 3 |
| [LITE 535](https://catalog.wku.edu/search/?P=LITE%20535) | Survey of Educational Technology Practices | 3 |
| Choose one content-specific methods course: 2 | 3 |
| [SEC 534](https://catalog.wku.edu/search/?P=SEC%20534) | Seminar in Mathematics Education |  |
| [SEC 535](https://catalog.wku.edu/search/?P=SEC%20535) | Seminar in Music Education |  |
| [SEC 537](https://catalog.wku.edu/search/?P=SEC%20537) | Seminar in Science Education |  |
| [SEC 538](https://catalog.wku.edu/search/?P=SEC%20538) | Seminar in Social Studies Education |  |
| [SEC 546](https://catalog.wku.edu/search/?P=SEC%20546) | Seminar in English Language Arts Methods |  |
| [SEC 573](https://catalog.wku.edu/search/?P=SEC%20573) | Methods of Teaching Business and Marketing Education |  |
| [MLNG 474G](https://catalog.wku.edu/search/?P=MLNG%20474G) | Teaching Foreign Language |  |
| [AGED 570](https://catalog.wku.edu/search/?P=AGED%20570) | Methods of Teaching in Agriculture Education |  |
| [KIN 520](https://catalog.wku.edu/search/?P=KIN%20520) | Teaching Strategies in Physical Education |  |
| **Total Hours** | **30** |
| Course List |

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| --- | --- | --- | --- | --- |
| **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** |
| EDU 520 | I | [I:assess](https://docs.google.com/document/d/1rnmP-zQ35R7bz8Se_7t7OupdoN-ecEMJ/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | [I:assess](https://docs.google.com/document/d/1lXNA7DRej8FE9iScu0w6IJEbut6o6mBj/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | I |
| EDU 522 | R | R | R | R |
| LTCY 510 | R | R |  |  |
| PSY 510 | R | [I:assess](https://drive.google.com/file/d/1dNfiqUAGHncbePTyUhHW8jSlrg3mh44i/view?usp=sharing) | [I:assess](https://drive.google.com/file/d/1dNfiqUAGHncbePTyUhHW8jSlrg3mh44i/view?usp=sharing) |  |
| EDU 570 | R | R | R | [R:assess](https://docs.google.com/document/d/1GQhvFEhM6nG7a3SGxlVfWQdfI3vP3umF/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true)  |
| LITE 535 |  | R |  |  |
| SPED 515 |  |  |  |  |
| SEC METHODS | [D:assess](https://docs.google.com/document/d/1wVq-S-1F2Zze-65jrTz99R-qwsdMirCx/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | [M:assess](https://docs.google.com/document/d/1wVq-S-1F2Zze-65jrTz99R-qwsdMirCx/edit?usp=sharing&ouid=108860955851449729285&rtpof=true&sd=true) | R | [Key Assessment 5B: D (assess)](https://sites.google.com/view/wkutws/pre-student-teaching) |
| EDU 589 | [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) |
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| I - Initial, R-Reinforced, D-Demonstrated, M-Mastered |  |  |  |  |
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| Master of Arts in Teaching Elementary 0495 |  |
| **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** |  |
| ELED 503 | R | [I (assess)](https://docs.google.com/document/d/1n3rNzIiBZlK7sqAzvt_c-Twrzisg0wHRPaUYObWadB0/edit?usp=sharing) | I  | I | I | [I (assess)](https://docs.google.com/document/d/1n3rNzIiBZlK7sqAzvt_c-Twrzisg0wHRPaUYObWadB0/edit?usp=sharing) | R | R |  |
| PSY 510 |  | [I:assess](https://drive.google.com/file/d/1dNfiqUAGHncbePTyUhHW8jSlrg3mh44i/view?usp=sharing) | [I:assess](https://drive.google.com/file/d/1dNfiqUAGHncbePTyUhHW8jSlrg3mh44i/view?usp=sharing) |  |  |  |  |  |  |
| LTCY 519 |  |  |  |  |  |  | [R (assess)](https://docs.google.com/document/d/17-WQHvrdxXW6NeEZTEIGoAu4s6ItNhYsrI_S19dpQUs/edit?usp=sharing) |  | [LTCY 519 Key Assessment](https://docs.google.com/document/d/17-WQHvrdxXW6NeEZTEIGoAu4s6ItNhYsrI_S19dpQUs/edit?usp=sharing) |
| SPED 515 |  |  |  |  |  | I |  | I |  |
| ELED 507 | [R (assess)](https://docs.google.com/document/d/1YrPso9JIAyMws-U821J2_yUgTs7GLuOP2MODaqQjPXg/edit?usp=sharing) |  | R | R |  | [R (assess)](https://docs.google.com/document/d/1YrPso9JIAyMws-U821J2_yUgTs7GLuOP2MODaqQjPXg/edit?usp=sharing) | R |  |  |
| ELED 506 | [R (assess)](https://docs.google.com/document/d/1yOUu1PdsUPG4T_esyLK4-KPE7BgBOkqCCZD4uY2163w/edit?usp=sharing) | R | D | R |  | [R (assess)](https://docs.google.com/document/d/1yOUu1PdsUPG4T_esyLK4-KPE7BgBOkqCCZD4uY2163w/edit?usp=sharing) | R | R |  |
| ELED 505 | R |  |  | [Key Assessment 5B: D (assess)](https://sites.google.com/view/wkutws/pre-student-teaching) |  | D |  |  |  |
| ELED 509 | R | D | D | R | [Key Assessment 5A &6: R (assess)](https://sites.google.com/view/wkutws/pre-student-teaching) | D |  |  |  |
| EDU 589 | [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) |  |