

Assurance of Student Learning Reflection 2024-2025	
College of Education and Behavioral Sciences (CEBS)	School of Teacher Education
Elementary Education 0527	
Susan Keesey	
<i>Is this an online program?</i> ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Student Learning Outcome 1: Students will demonstrate the content knowledge and pedagogy necessary to be a teacher.
Evaluation	Program learning outcome is still relevant and still aligned to the National Accrediting body. The outcome is measurable and measured by proprietary assessments (Praxis II PLT and Praxis II Content Areas).
Measurement Instruments	The outcome is measurable and measured by proprietary assessments (Praxis II PLT and Praxis II Content Areas). These measurement instruments are direct measures because of student content knowledge and pedagogy.
Criteria & Targets	The overall success rate for all students on the Praxis PLT K-6 Exam will be no less than 95%, and 70% on each Praxis Content Category. The criteria for success does not need to be changed as it aligns to the Educational Professional Standards Board's requirements for teacher certification in Kentucky.
Results & Conclusion	Results were as expected. The past three assessment cycles students have successfully passed the Praxis K-6 PLT exam. When looking at the category of "students as learners" two out of the three assessment cycles students scored less than 70%. Data for the Praxis II Content Areas test consistently showed a growth opportunity in all three areas of Social Studies (US History, Government, and Citizenship; Geography, Anthropology, and Sociology; World History, Economics),

	two areas in Science (Earth Science, Physical Science), and two areas Mathematics (Algebraic Thinking; Geometry and Measurement, Data, Statistics, and Probability). Concerning growth in the Mathematics Content, the School of Teacher Education will continue collaborating with the mathematics department to help STE students be successful during the math content courses and also on the math content portion of the Praxis II. Secondly, we will utilize the free tutoring service and practice Praxis exams found in the Center for Literacy under the direction of Jeremy Logsdon. Thirdly, advisors in the Elementary Education program discuss the importance of using resources found on campus like the Center for Literacy in the Student Success Center and the free tutoring offered by the math department. Concerning growth in Social Studies content, the methods course has enhanced the content quizzes and weekly book logs on a historical text to improve content knowledge. We will continue utilizing content knowledge in class by combining the methodological strategies for teaching social studies with the content knowledge they need to teach multiple components of social studies in their current and future placements. We will also continue building Praxis II study materials, such as notes and videos. Through collaboration with Dr. Jeremy Logsdon, there has been an updated folder in the Center for Literacy's Praxis study materials to include a social studies folder with these resources. We will continue to remind students about these resources in their Social Studies classes and through their advising appointments. Concerning growth in science methods, the weekly quizzes are embedded and aligned to the Kentucky Academic Standards and Praxis II Science Content.
Plans for Next Assessment Cycle:	Over the next three years, our program will undertake a structured and intentional approach to improving our assessment practices concerning content and pedagogy knowledge to ensure they are both meaningful and effective. This plan will guide our efforts for the 2025–26, 2026–27, and 2027–28 academic years, to close the assessment loop and foster continuous improvement. To do this, we will continue to focus on three key elements: evaluation, realignment, and the implementation of changes. We will continue to meet twice a year for data analysis, analyzing the scores of Praxis II: Multiple Content and Praxis II: Principles of Learning and Teaching (PLT). From this data, we will continue to adjust instruction of multiple subject classes (Science Methods, Math Methods, Social Studies Methods, and Literacy) to focus on target areas that are not being met. During advising season, we will encourage students to take supportive classes to address their gaps of learning gaps (Science and Social Studies-focused courses). Students already have to take one course in either US History through the Civil War, US History after the Civil War, or a course on the Geography of Kentucky. There are more opportunities for students to take social studies classes across the subdomains in history, geography, civics, and

	economics through their Connections courses they are required to take in their Colonnade credits. Students will be encouraged through advising to consider taking a course in one of the subdomains as one of their electives. We will continue to collaborate with Dr. Logsdon and the Literacy Center to offer practice Praxis II exams and tutoring for students struggling to meet content targets. Additionally, we plan to educate our colleagues beyond our college so that our efforts to help our teacher candidates broaden beyond our walls. For example, the mathematics department and STE determined to continue with the requirement for our students to take the three content courses for elementary teachers in mathematics, but in turn, need to help us drill down in preparing our students for passing this content exam
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Program Student Learning Outcome 2: Students will apply knowledge of content and pedagogy to teach effectively.	
Program Student Learning Outcome	Student Learning Outcome 2: Students will apply knowledge of content and pedagogy to teach effectively.
Evaluation	After examining the last three assessment cycles, the program learning outcome is still relevant and measurable through the use of alignment rubrics. Each rubric created for the measuring instruments (Key Assessment 6: Design for Instruction and Key Assessment 7: Teacher Work Sample) follows Bloom's Taxonomy.
Measurement Instruments	The outcome is measurable and directly measured by the rubrics utilized to score the student's sample work. Rubrics do not need to be altered as they align with the student learning outcome.
Criteria & Targets	The overall success rate for all students on Key Assessment 6 is 80% or more students scoring an average of 3 out of 4 on each of the Key Assessment rubric indicators. The overall success rate for success rate for all students on holistic score the Key Assessment 7: Teacher Work Sample will be 100% scoring 2 or above holistically and, at least 70% of the students scoring 3 or higher out of 4 possible points on the rubric; the target success rate is 80% or higher for students to score no less than 3 of 4 points on each of the 24 Teacher Work Sample indicators. The criteria for success does not need to be changed as the criteria demonstrates mastery of rubric indicators.
Results & Conclusion	Results were as expected. The indicator that stands out is the Design for Instruction, which is part of Key Assessment 6. The past three assessment cycles, Design for Instruction, which focused on differentiation (DI5), indicates that our students were not at the success rate level that we had anticipated. The demand for differentiation in lesson planning has increased to meet the needs of individual learners in the clinical setting, which could account for the indicator consistently not being met. Pre-service teachers met all 12 indicators of Key Assessment 7. This data is collected each semester as part of ELED 465. Faculty evaluated this assignment, which requires students to use pre-assessment data to plan a unit of instruction.

	They must reflect on the data and justify instructional decisions in terms of content and methods. In addition, they create formal formative assessments and make plans to differentiate instruction for students in the classroom. This is a detailed document explaining the learning goals, objectives of the lesson, instructional methods, assessments, and modifications/accommodations for different students.
Plans for Next Assessment Cycle:	As part of our continued effort to strengthen assessment practices and ensure they are both meaningful and effective, our program will implement a three-year improvement plan for the 2025–2028 assessment cycle. This plan responds directly to data collected on the Design for Instruction component, specifically the differentiation indicator (DI5), which has shown that our pre-service teachers are not demonstrating the level of success we had anticipated. This performance gap is particularly concerning given the increasing demand for differentiated instruction in today’s diverse clinical and classroom settings. To address this, we are prioritizing a focused, phased strategy aimed at enhancing our candidates’ understanding and application of differentiation over time. To reach the target, the approach to teaching students about appropriate techniques and differentiation strategies will be embedded in the following courses: EDU 350, SPED 335, ELED 345, ELED 365, and ELED 465. We will meet yearly as a faculty to conduct a curriculum review across all relevant courses to identify where and how differentiation is currently taught. We will introduce structured opportunities for candidates to practice differentiation in a low-stakes, supportive environment through simulation or micro-teaching sessions in the clinical setting. Additionally, students will recognize differentiation implemented in the clinical setting through the use of observation instruments. We will conduct a comprehensive program evaluation by analyzing three years of DI5 assessment data, looking for trends, improvements, and remaining areas of concern. This will be supplemented by focus groups with pre-service teachers, faculty, and clinical mentors to gather qualitative feedback on what changes have been most effective. Key Assessment 7 will still serve as the capstone project of the EDU 489 course, which all students take during their student teaching semester, which is their final semester. All students will continue to design a unit of instruction, including pre- & post-test, lessons, formative assessments, differentiated instruction, and analysis of student learning..

Program Student Learning Outcome 3: Students will analyze student learning using assessments.	
Program Student Learning Outcome	Student Learning Outcome 3: Students will analyze student learning using assessments.
Evaluation	After examining the last three assessment cycles, the program learning outcome is still relevant and measurable through the use of alignment rubrics. Each rubric created for the measuring instruments (Key Assessment 5A: Learning Goals & Pre/Post Assessment and Key Assessment 5B: Analysis of Student Learning) follows Bloom’s Taxonomy.
Measurement Instruments	The outcome is measurable and directly measured by the rubrics utilized to score the student’s sample work. Rubrics

	do not need to be altered as they align with the student learning outcome.
Criteria & Targets	The overall success rate for all students on the Key Assessment 5A: Learning Goals & Pre/Post Assessment will be no less than 80%, scoring a 3 of 4 points on each of the three rubric categories. The overall success rate for success rate on Key Assessment 5B: The Analysis of Student Learning will be no less 80%, scoring a 3 of 4 points on each of the four rubric categories. The criteria for success do not need to be changed as the criteria demonstrates mastery of rubric indicators.
Results & Conclusion	Results were as expected for Key Assessment 5A: Learning Goals & Pre/Post Assessment. Three out of the three indicators had at or above a 3 or 4 for 80% or more of the student population and an average of 3.0 or greater on each indicator for the past three years. Results were also expected for Key Assessment 5B: The Analysis of student learning. Four out of four indicators had at or above a 3 or 4 for 80% or more of the student population, and an average of 3.0 or greater on each indicator for the past three year,s except for the 2022-2023 academic year, Visual Representation of Student Learning indicator was not met.
Plans for Next Assessment Cycle:	As part of our commitment to continuous improvement and data-driven decision making, we will implement a three-year improvement plan for the 2025–2028 assessment cycle. This plan supports our goal of refining assessment practices to ensure they remain meaningful and effective. The improvement plan is grounded in recent results from Key Assessments 5A and 5B, which assess pre-service teachers’ ability to design instruction, assess learning, and analyze student outcomes. These will still be the instruments we use to measure student learning outcome three. Key Assessments 5A and 5B will continue to be implemented each semester, 5B in ELED 405 and 5A in ELED 465. Both assessments will continue to serve as the evaluation instruments for student learning outcome three. Both instruments require students to demonstrate their ability to set learning goals, design aligned assessments, and evaluate student progress using both quantitative and qualitative data. During the next three years, we will focus on building foundational skills in data visualization and reinforcing the connection between formative instruction and the analysis of student learning. ELED 405 will include explicit instruction on how to construct meaningful visual representations of data using charts, graphs, and other visuals that align with assessment outcomes. Faculty will provide model examples to help students distinguish between effective and ineffective representations. To support instructional consistency, Dr. Tassell and Mrs. Hussung will collaborate and consensus grade the visual representation component of Key Assessment 5B. Additionally, we will introduce or expand student training in commonly used data tools, such as Excel or Google

	Sheets, to build the technical skills necessary for effective data visualization. These integrated strategies aim to improve candidate confidence and performance in this key area of instructional analysis.
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