

Assurance of Student Learning Reflection 2024-2025	
College of Education and Behavioral Sciences	School of Teacher Education
IECE MAE #0461	
Dr. Susan Keeseey	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	As a capstone view of completion, students completing the MAT and M.A.E in IECE at WKU will demonstrate mastery of the 10 IECE teacher standards through a professional portfolio
Evaluation	This SLO needs to be revised to reflect relevant related SLOs in the other IECE programs. The new SLO will be: <i>Students will demonstrate application of content knowledge, pedagogical skills, and assessment of student learning.</i> The main idea of evaluation will remain the same. Updated language and assessments directly related to this SLO will be included in the next 3-year assessment cycle. The new SLO will rely on the same capstone assignment, now known as CAEP Key Assessment 7: Teacher Work Sample.
Measurement Instruments	The portfolio assessment is still relevant and directly related to student requirements for graduation and licensure. New language in the School of Teacher Education was developed to update this measurement instrument as the CAEP Key Assessment 7: Teacher Work Sample. AI may affect students' demonstration of skills, but historically, AI tools cannot design, implement, and assess a complete unit of materials to the depth and complexity required in this assessment. The rubric is the Common Rubric for Advanced Programs and is used across all STE teacher prep programs to align with CAEP and SACCOC requirements.
Criteria & Targets	Criteria and Success targets were set to 95% of students will score an average of 2.5 out of 3 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0. These data were (NOT) met in the previous 3-year cycle. Criteria and success targets were revised during the 3-year cycle. The last year (2023-24) was the most relevant to current SLO assessment, but have been revised to reflect more rigorous expectations.

Results & Conclusion	<u>Results:</u> Results were expected as students have previously scored well on the culminating capstone portfolio assignment. The assignment will be revised to meet the most up-to-date standards required by CAEP and SACCOC. Common language will be applied to match the other grade level and content programs within the School of Teacher Education. <u>Conclusions:</u> The final capstone portfolio, now known as CAEP Key Assessment 7: Teacher Work Sample will remain as a critical component of assessing student learning outcomes. This single-barrelled assessment is required as part of the IECE MAE program and directly assesses the revised SLO of <i>Students will demonstrate application of content knowledge, pedagogical skills, and assessment of student learning.</i>
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	SLO: Revised to: <i>Students will demonstrate application of content knowledge, pedagogical skills, and assessment of student learning.</i> Measurement Instrument 1: CAEP Key Assessment 7: Teacher Work Sample Measurement Instrument 2: Graduate Programs Dispositions Criteria & Success Target: 80% of students earn an average composite score of a 2.8 on Graduate Programs Dispositions and a composite score of 3.0 on two of the three components of the CAEP Key Assessment 7. The third CAEP Key Assessment 7 component score must be no lower than 2.7. Methods: Methods for data collection will be consistent with course required collection and submissions of student teacher dispositions and CAEP Key Assessment 7 data (IECE 523). These data will be summative in nature and be evaluated upon completion of the IECE capstone course. Graduate Program Dispositions will be provided by the IECE portfolio review team (IECE faculty) upon completion of the IECE program.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification and young children with delays and disabilities.
Evaluation	The last 3-year assessment cycle showed a The SLO 2 needs to be revised to reflect the focus of CAEP and SACCOC requirements to evaluate teacher candidate professional dispositions. The new SLO will be: <i>Student will identify, evaluate, and implement literacy practices in early childhood settings.</i> The evaluation of the new SLO 2 will be Praxis Data and aligns with School of Teacher Education departmental procedures for evaluating teacher prep programs in accordance with CAEP and SACCOC quality indicators and measures. SLO 2 was revised to meet the new Kentucky state requirement for IECE licensure that now includes the Praxis Teaching Reading exam.
Measurement Instruments	The measurement instruments previously used directly assessed the SLO 2 of understanding assessment processes and related laws and regulations that inform the identification [of] young children with delays and disabilities. While

	these assessments will continue to be used in program coursework, different measurement instruments will be used to evaluate student learning outcomes in the next 3-year assessment cycle. The revision of SLO 2 will be evaluated using IECE Praxis Teaching Reading data. IECE Praxis Teaching Reading exam is a new assessment to be deployed in the first evaluation year of the next cycle (2025-26) which is a no harm year. Following the no harm year (2025-26) the state will determine the minimum passing score.
Criteria & Targets	The previous SLO 2 was set to 80% of all students will achieve 80% or more of the section's points on each of three rubric categories, and no average score across all students in any indicator is less than 80% of the total of that indicator section's available points. This was appropriate at the time, but changes in licensure requirements and departmental alignment evoked the need to revise SLO 2, change the measurement instrument, and the criteria and success targets to evaluate SLO 2. New criteria and success targets will be set to 75% of students will score at or above the state determined minimum score on the PRAXIS Teaching Reading exam beginning in cycle year 2026-27. Success targets will be evaluated from year to year and revised to more rigorous standards as the program evaluation shows improvement.
Results & Conclusion	Results: The results were expected as the program evolves to meet regulatory evaluation methods and procedures. Continuous improvement requires shifting goals and how they are measured and evaluated to ensure the IECE program produces high quality teachers for the field. Conclusions: Consistent IECE faculty are now in place allowing for continuity across course work and developmentally appropriate instruction and assessment of teacher candidates. Changes in faculty, with less experience and familiarity with IECE practices and the IECE program as a whole, created expected mixed outcomes of success.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	SLO: <i>Student will identify, evaluate, and implement literacy practices in early childhood settings</i> Measurement Instrument: IECE Praxis Teaching Reading exam Criteria and Success Targets: to 75% of students will score at or above the state determined minimum score on the PRAXIS Teaching Reading exam beginning in cycle year 2026-27 (to be revised over time) Methods: Teacher candidates complete the PRAXIS Teaching Reading test at an approved testing site. Proper identification is required, and stringent testing protocol is followed. This is a timed, computer-based standardized test. Not all questions are scored, as several are used for norming to develop future test questions. Scores are reported directly to WKU.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Student will design, implement and reflect on quality standards-based instruction.
Evaluation	The previous SLO 3 was relevant to previous focus of the IECE MAE program. However, the School of Teacher

	Education revised teacher prep programs, including IECE to become accredited through CAEP. These changes evoked the need for consistency among grade level and content programs, including IECE. The new SLO 3 should be revised to: <i>Students demonstrate principles of learning and teaching</i> to reflect common SLOs for the IECE graduate and undergraduate program as a whole. The new SLO 3 will be evaluated using PRAXIS IECE assessment data and is a requirement for IECE teacher licensure. This aligns to CAEP and SACCOC requirements.
Measurement Instruments	Two previous measurement instruments were used to assess SLO 3 (i.e., Family Plan Design and Implementation, Classroom Scenario Reflection Assessment). While these were appropriate instruments, the revised SLO 3 must be evaluated using alternative instruments more aligned with the nature of the objective. The two new measurement instruments will be the PRAXIS Interdisciplinary Early Childhood Literacy assessment (Fall 2025) and Graduate Dispositions Rubric.
Criteria & Targets	Previous criteria and success targets adequately evaluated students' ability to design, implement and reflect on quality standards based instruction. The revised SLO will be evaluated using the Praxis IECE assessment and success targets will be 95% of students meet the minimum pass rate set by the state.
Results & Conclusion	<u>Results:</u> Results were expected as the IECE MAE has undergone program and faculty changes. The new plan for the next 3-year cycle appropriately represents the current goals of the School of Teacher Education department for all teacher prep programs and aligns with CAEP and SACCOC required evaluation methods. <u>Conclusions:</u> Consistent IECE faculty are now in place allowing for continuity across course work and developmentally appropriate instruction and assessment of teacher candidates. Changes in faculty, with less experience and familiarity with IECE practices and the IECE program as a whole, created expected mixed outcomes of success.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	SLO: <i>Students demonstrate principles of learning and teaching</i> Measurement Instrument: Praxis Interdisciplinary Early Childhood Education exam; Graduate Dispositions Criteria and Success Targets: to 95% of students will score at or above the state determined minimum score on the PRAXIS IECE exam; 80% of students earn an average composite score of a 2.8 on Graduate Dispositions Methods: Teacher candidates complete the PRAXIS Interdisciplinary Early childhood Education test at an approved testing site. Proper identification is required, and stringent testing protocol is followed. This is a timed, computer-based standardized test. Not all questions are scored, as several are used for norming to develop future test questions. Scores are reported directly to WKU. IECE Portfolio Review Team will evaluate students' portfolio submissions from the entire program including individual instructors' formative dispositions ratings and students' self-assess dispositions ratings to score a final overall Graduate Dispositions rating by consensus.

To add more outcomes, if needed, select the table above and copy & paste below.