

Assurance of Student Learning Reflection 2024-2025

College of Education and Behavioral Sciences	School of Teacher Education
IECE MAT #0460	
Dr. Susan Keesey, Director	
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	Students will apply their elementary education content knowledge to develop and teach an effective whole class
Evaluation	Student learning objectives for the previous 3-year cycle do not match the SLOs on Courseleaf, as the objectives were established prior entering them on Courseleaf. The SLO for the new 3-year cycle should be revised to match Courseleaf learning objectives. The new SLO will include measurable verbs following Bloom's Taxonomy: <i>The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.</i> This objectives will be single-barreled and be assessed using School of Teacher Education Key Assessment 7 Teacher Work Sample, scored by the common rubric applied to all teacher prep programs, to be collected ONLY in the final capstone course IECE 524.
Measurement Instruments	Previous measurement instruments used to evaluate SLO 1 included CAEP Key Assessment 6: Design for Instruction (scored by rubric) collected in IECE 523 and CAEP Key Assessment 7: Teacher Work Sample (scored by rubric) collected in IECE 524 (Capstone course). Two of the three reports include data. The second cycle year included no data due to revisions in the program and departmental alignment to CAEP and SACOC requirements which evoked a change in the SLO. IECE faculty determined final CAEP Key Assessment 7 Teacher Work Sample scored by a common rubric for advanced programs, will be more effective to determine students' competency in demonstrating application of content knowledge, pedagogical skills, and assessment of student learning to be collected in the final capstone course IECE 524.
Criteria & Targets	Criteria and Success targets were previously set to 80% of students score a minimum of 3 on CAEP Key Assessment 6; no target was set for CAEP Key Assessment 7. IECE faculty determined this success target needs to change to

	80% of students score a minimum of a 3 on the CAEP Key Assessment 7 Teacher Work Sample assessed in IECE 524.
Results & Conclusion	Results: Year three of the previous cycle year showed half (1 of 2) of the success targets were met by the students on SLO 1 in the IECE MAT program. This was the first cycle year for the data collected using the specified measurement instruments aligned with departmental CAEP and SACCOC requirements. Faculty facilitating the assignments used to assess the learning targets were elementary education faculty (K-12). Conclusions: The other educational grade level and content faculty use the same CAEP Key Assessment for program completion and graduation requirements. However, IECE assessment methods and standards are developmentally different than K-12 counterparts. Moving forward, IECE faculty will oversee the instruction and facilitation of IECE MAT CAEP Key Assessments 5A, 5B, 6, and 7. This will support students' understanding of the appropriate procedures for assessing 3-5 year olds and meeting WKU and state standards on CAEP Key Assessments. The final capstone course will assess CAEP Key Assessment 7: Teacher Work Sample. The IECE portfolio team will provide a final Graduate Programs Disposition score using the <i>Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs</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 Student Teacher 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 524). 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 analyze assessment data to drive instruction and improve student outcomes
Evaluation	Student learning objectives for the previous 3-year cycle do not match the SLOs on Courseleaf, as the objectives were established prior to entering them into Courseleaf. The SLO for the new 3-year cycle should be revised to match Courseleaf learning objectives. The new SLO will include measurable verbs following Bloom's Taxonomy:

	<i>Students demonstrate principles of learning and teaching.</i> This objectives will be single-barreled and be assessed using IECE Praxis Assessment data.
Measurement Instruments	Previous measurement instruments used to evaluate SLO 2 included CAEP Key Assessment 5A: Learning goals & Pre/Post Assessment (scored by rubric) and CAEP Key Assessment 5B: Analysis of Student Learning (scored by rubric). Previous cycle data were not collected using these instruments due to revisions in the program and departmental alignment to CAEP and SACCOC requirements. With a revision in the SLO for the next 3 year cycle, the IECE faculty determined that the IECE Praxis data were the most reliable measure of assured student learning.
Criteria & Targets	The overall success rate for success rate for all students on holistic score the Teacher Work Sample was set to 100% scoring 2 or above and, at least 70% of the students scoring 3 or higher out of 4 possible points on the rubric; the target success rate was 80% or higher for students to score no less than 3 of 4 points on each of the 12 Teacher Work Sample indicators. 95% of students were to score no lower than an average of 2 out of 4 holistic rubric points on the Key Assessment rubric and the individual rubric dimension indicators average score across all students will be 3 out of 4 at a rate of 70% or higher. Data were not collected in the second or third cycle year as the data collection plan changed both years. The previous cycle years do not reflect the proposed SLO 2 and therefore requires new success targets moving into the next 3 year cycle.
Results & Conclusion	Results: Year three of the previous cycle year showed half (1 of 2) of the success targets were met by the students on SLO 2 in the IECE MAT program. This was the first cycle year for the data collected using the specified measurement instruments aligned with departmental CAEP and SACCOC requirements. Faculty facilitating the assignments used to assess the learning targets were elementary education faculty (K-12). Conclusions: Previously, SLO 2 measured a portion of the CAEP Key Assessment 7: Teacher Work Sample (collected in IECE 524) and its practice counterparts CAEP Key Assessment 5A: Learning goals and Pre/Post Assessment and 5B: Analysis of Student Learning. The other educational grade level and content faculty used the same CAEP Key Assessment for program completion and graduation requirements. These requirements are begin combined to assess one SLO instead of dividing the CAEP Key Assessment 7: Teacher Work Sample into multiple assessment instruments to measure different SLOs. The IECE faculty believes this will provide a more comprehensive evaluation of student learning on three separate outcomes directly related to STE initiatives across all programs and state licensure requirements.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	SLO: Revised to: <i>Students demonstrate principles of learning and teaching</i> Measurement Instruments: Students will be assessed using the PRAXIS Interdisciplinary Early Childhood Education exam data as required by the state for licensure. This new cycle will remove the CAEP Key Assessment 6 and 7 as a second measure. Criteria & Success Targets: The PRAXIS exam will continue to align with the state-determined minimum passing score. Targeted success on the PRAXIS IECE assessment will require 95% of students scoring at or above the state-determined minimum score.

	Methods: Teacher candidates complete the Interdisciplinary Early Childhood Education (IECE) PRAXIS 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	Students will apply their elementary education content knowledge to develop and teach an effective whole class lesson.
Evaluation	Praxis data has been used to determine students' ability to apply their content knowledge to develop and teach an effective whole class lesson in IECE. While this SLO does not match Courseleaf, it is the culminating assessment to receive IECE teacher licensure. This single-barreled SLO and assessment measure is relevant to the field and the School of Teacher Education's mission to develop high quality IECE teachers in the field. The SLO must be revised to <i>Student will identify, evaluate, and implement literacy practices in early childhood settings</i> to reflect IECE standards and align with the IECE teacher prep program as a whole.
Measurement Instruments	The Praxis exam was used as the single measurement instrument for this SLO. This measure continues to be relevant and aligns to WKU STE departmental CAEP and SACCOC requirements.
Criteria & Targets	The criteria and success targets set for SLO 3 was all students on the Praxis IECE Exam score no less than 95%, and on each Praxis Content Category, students were to earn an average of at least 70% of the available points.
Results & Conclusion	Results: Year three of the previous cycle year showed all (1 of 1) of the success targets were met by the students on SLO 3 in the IECE MAT program. SLO 3 is assessed using the Praxis Interdisciplinary Early Childhood Education (5023) passing score data. The IECE graduate program has boasted a 100% pass rate for many consecutive years. These results were expected Conclusions: The Praxis exam continues to be the culminating licensure requirement to ensure teachers' are prepared and successful in their degree program. However, with the additional Praxis requirement, the IECE faculty determined revising SLOs to include the IECE Literacy Instruction to ensure content in the IECE MAT program is aligned to KY IECE Teacher Performance Standards and thus aligned to the Praxis Teaching Reading exam. As the Praxis exam is revised and expanded, the IECE MAT program will evolve to include the content needed to be a successful IECE professional in the field as measured by the Praxis.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	SLO: Revised to: <i>Students will identify, evaluate, and implement literacy practices in early childhood settings</i> Measurement Instruments: Praxis Teaching Reading exam. The first year will be a no-harm year with no minimum score set by the state. For the 2026-27 assessment cycle, a minimum required score will be set by the state, and the results from the PRAXIS Teaching Reading exam will serve as assessment data in regard to student success. Criteria & Success Targets: The PRAXIS Teaching Reading exam will align with the state-determined minimum

	passing score. Beginning with the 2026-27 assessment cycle, criteria and targets for student success on the PRAXIS Teaching Reading exam will require 75% of students scoring at or above this state-determined minimum score. 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.
--	---

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