

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavioral Sciences</i>	<i>School of Teacher Education</i>
<i>Master of Arts in Teaching #0495</i>	
<i>Prepared by: Martha M. Day</i>	
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	Apply content knowledge and pedagogical skills to instructional practice.
Evaluation	EDU 589 completion of midterm and final teaching assessment rubrics based on summative observation data conducted by the university supervisor. Using the last three assessment cycles, this program learning outcome is still relevant. These evaluations measure teaching performance and professional dispositions which are central to competencies necessary for professional teachers. 100 % of program completers were assessed on this evaluation in Fall 2022 n=10 and Spring 2023 n=9, Fall 2023 n=14 and Spring 2024 n=16, Fall 2024 n=12 and Spring 2025 n=26
Measurement Instruments	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 Final Assessment Rubric: Copy of STUDENT TEACHING FINAL EVALUATION Fall 2023 - Google Docs This rubric is applied unit-wide to candidates pursuing initial teacher certification.
Criteria & Targets	<i>Criteria: Students will earn midterm and final assessment grades of "C" or higher on both the midterm and final evaluations.</i> <i>Targets: 100% of student teacher internship candidates will earn a grade of "C" or higher on both the midterm and final student teaching evaluation instruments.</i> The criteria for success is appropriate. It is reasonable to expect that all teacher candidates are proficient in the teacher competencies outlined in the evaluation instrument.
Results & Conclusion	Results: The results are consistent with our expectations, demonstrating stable performance patterns and confirming that our current assessment practices are effectively capturing candidate competencies

	<u>Conclusions:</u> Student teachers and Option 6 interns are required to be proficient in the Kentucky Teaching Standards by the conclusion of their internship experience. In any instance where the candidate is not proficient, a remediation plan must be implemented. All completers have scored proficient or higher in the last three assessment cycles.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next three years, our program will continue to utilize the midterm and final teaching assessment rubrics in EDU 589 to evaluate candidates' teaching performance and professional dispositions. These assessments, grounded in university supervisor observations, remain highly relevant to our program learning outcomes and aligned with the professional competencies expected of teacher candidates pursuing initial certification. Year 1 (2025–2026): Reflection and Refinement In 2025–2026, we will begin by conducting a comprehensive review of the current assessment rubrics to ensure their continued alignment with state and national teaching standards, and to verify that the indicators are appropriately rigorous, observable, and measurable. Given that 100% of program completers were successfully evaluated using these tools over the past three cycles, the system is functioning effectively; however, we will seek to strengthen it by: • Gathering feedback from university supervisors to identify rubric components that may require clarification, revision, or expansion (e.g., cultural responsiveness, data literacy, or technology integration). • Reviewing program outcome alignment to confirm that the assessment artifacts still provide direct, sufficient evidence of expected competencies. If needed, we will revise the rubrics or their implementation protocols during this year and retrain faculty and supervisors accordingly before Fall 2026. Year 2 (2026–2027): Curriculum Mapping In 2026–2027, we will focus on curriculum alignment: • A revised curriculum map will be developed or updated to clearly illustrate how coursework leading into EDU 589 scaffolds the competencies measured by the assessment rubrics. This may include sequencing adjustments to ensure candidates are adequately prepared by the time they reach their student teaching semester. Year 3 (2027–2028): Data-Driven Decision-Making and Goal Setting In the final year of this cycle, we will use three years of updated assessment data to analyze trends, address any disparities, and set long-term performance benchmarks: • We will analyze rubric scores and performance trends to identify program strengths and areas needing improvement.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Exhibit teaching proficiency and effectiveness in a clinical environment.
Evaluation	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. Using the last three assessment cycles, this program learning outcome is still relevant. These evaluations measure teaching performance and professional dispositions which are central to competencies necessary for professional teachers. 100 % of program completers were assessed on this evaluation in Fall 2022 n=10 and Spring 2023 n=9, Fall 2023 n=14 and Spring 2024 n=16, Fall 2024 n=12 and Spring 2025 n=26

Measurement Instruments	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) The measurement instrument does effectively measure the intended outcome. The rubric addresses key domains of teacher effectiveness, including lesson planning, assessment design, analysis of student learning, and data-informed instructional adjustments. These areas are central to our stated learning outcome and reflect both state and national teaching standards. The rubric's structure allows evaluators to assess both the quality of instructional planning and the thought process behind instructional decisions, which are critical elements of effective teaching. Any future revisions to the SLO would necessitate a careful rubric review to ensure alignment. The TWS is a highly appropriate artifact that is used unit-wide. It provides tangible evidence of how candidates conceptualize instruction, assess student needs, and adapt instruction accordingly. As a summative performance-based assessment, it captures higher-order thinking and pedagogical reasoning that would not be evident in indirect measures such as surveys or reflections.
Criteria & Targets	Criteria: Students will earn a rubric score of proficient or higher on the Capstone Instructional Unit Targets: 100% of completers will each a rubric score of proficient or higher on the rubric. The criteria for success is appropriate. It is reasonable to expect that all teacher candidates are proficient in the teacher competencies outlined in the evaluation instrument. 100 % of program completers were assessed on this evaluation in Fall 2022 n=10 and Spring 2023 n=9, Fall 2023 n=14 and Spring 2024 n=16, Fall 2024 n=12 and Spring 2025 n=26, 100% of students scored proficient or higher on the rubric in each assessment cycle.
Results & Conclusion	Results: The results are consistent with our expectations, demonstrating stable performance patterns and confirming that our current assessment practices are effectively capturing candidate competencies Conclusions: Student teachers and Option 6 interns are required to be proficient in the Kentucky Teaching Standards by the conclusion of their internship experience. In any instance where the candidate is not proficient, a remediation plan must be implemented. All completers have scored proficient or higher in the last three assessment cycles.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Assessment Cycle: 2025–2026, 2026–2027, 2027–2028 Over the next three years, we will enhance the effectiveness and relevance of the Teacher Work Sample (TWS) assessment in EDU 589 to ensure it continues to serve as a valid, meaningful, and forward-thinking measure of candidates' proficiency in lesson design, assessment, and instructional decision-making. Year 1: (2025–2026) – Artifact and Rubric Evaluation Specifically, we will: • Gather input from faculty and university supervisors to evaluate the clarity and utility of current rubric criteria. • Review how candidates incorporate AI tools (e.g., for lesson design or data analysis) and develop clear guidelines for ethical and purposeful use of these technologies within the TWS. If the TWS proves too broad or if performance is too homogeneous, we may consider revising the artifact itself to include more formative checkpoints or require integration of authentic classroom data. Year 2: (2026–2027) – Curriculum Mapping • Identifying any gaps in candidate preparation, particularly in assessment literacy, data analysis, or instructional responsiveness. Year 3: (2027–2028) –Calibration In the final year of the cycle, we will: • Conduct inter-rater reliability training for all evaluators to ensure consistent application of rubric criteria and reduce subjectivity.

Program Student Learning Outcome 3

Program Student Learning Outcome	Employ a range of formative and summative assessments
Evaluation	EDU 570 successful development of student assessment plans. Using the last three assessment cycles, this program learning outcome is still relevant. These evaluations measure teaching performance and professional dispositions which are central to competencies necessary for professional teachers. 100 % of program completers were assessed on this evaluation in Winter 2023 n=22, 100% reaching the target, Winter 2024 n=35, 97% reaching the target, Winter 2025 n=32, 100% reaching the target
Measurement Instruments	EDU 570 successful development of student assessment plans. Test question workshop rubric. EDU 570 successful development and presentation of a student assessment workshop scoring proficient (3) or advanced (4) on the rubric, 85% of students will earn proficient or higher. The test question workshop assignment is a direct measurement which evaluates the development of assessment strategies and the inclusion of higher order thinking skills in student assessment. This is a product-based artifact. This would remain an ideal assessment for an updated SLO. AI will affect the assignment and students should be required to use AI use disclosure. The current rubric is well-matched to the learning outcomes.
Criteria & Targets	Criteria: Students will earn a rubric score of proficient or higher on the student assessment workshop rubric. Targets: 85% of students will earn a score of proficient (3) or advanced (4) on the rubric. The criteria for success has been successful and students have met or exceeded the targets. 85% proficient or higher is the target. 100 % of program completers were assessed on this evaluation in Winter 2023 n=22, 100% reaching the target, Winter 2024 n=35, 97% reaching the target, Winter 2025 n=32, 100% reaching the target
Results & Conclusion	Results: Over the past three academic years, results for the EDU 570 assessment workshop assignment have mostly aligned with expectations. The majority of students (ranging from 97% to 100%) scored proficient (3) or advanced (4) on the workshop rubric, thereby exceeding the benchmark of 85% proficiency. Conclusions: Introducing smaller formative tasks (e.g., item critiques and test blueprint drafts) leading up to the final workshop helped improve student understanding and final product quality. Improvements are needed in this area: Some students reported they did not feel adequately prepared to <i>present</i> their assessment plans, suggesting a need for more practice or modeled examples earlier in the course.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As we continue to strengthen the effectiveness and integrity of our assessment practices in EDU 570, our program will implement a phased improvement plan across the next three academic years. 2025–26: Improve Artifact Quality - We will revise the Test Question Workshop assignment to require a more structured product, including a test blueprint, multiple item types with rationales, and a reflection on alignment to course-level learning objectives and Bloom’s taxonomy. - A new AI usage policy will be embedded in the assignment, requiring students to disclose and reflect on any AI tools used, and to defend the quality of any AI-assisted outputs. 2026–27: Curriculum Map and Course Sequence Review - Informed by data from 2025–26, we will conduct a curriculum mapping audit - We will determine whether key concepts (e.g., alignment, reliability, item discrimination) are being introduced and reinforced in the appropriate sequence. 2027–28: Updated Course Requirements

	We will propose a new program-level outcome that includes the ethical use of technology and data-informed instruction.
--	--

Program Student Learning Outcome 4	
Program Student Learning Outcome	Identify, evaluate, and stipulate personalized student learning.
Evaluation	The outcome remains relevant, particularly in the context of preparing educators to meet the needs of diverse learners. Over the past three assessment cycles, differentiation has continued to be a critical component of effective instruction, especially with increasing demands for inclusive practices and culturally responsive pedagogy. However, some refinements may improve clarity and alignment. The verb "develop" is a higher-order, synthesis-level verb consistent with Bloom's Taxonomy. It reflects application, creation, and synthesis—appropriate for a graduate-level course.
Measurement Instruments	EDU 522 Develop a differentiated unit plan of instruction with respect to content, process, and product. Content, process, and product artifact rubrics. The content, process, and product rubrics directly assess the components named in the outcome, which suggests a good alignment. If the SLO is split into separate outcomes for content, process, and product, the current rubrics could still be appropriate — but should be used and scored separately, with clear delineation between the three areas. The unit plan is a direct artifact that shows the student's applied understanding of differentiation principles. Students may use AI tools to generate lesson components, learning activities, or differentiation strategies.
Criteria & Targets	Criteria: Students will earn a rubric score of 77% (46/60) on the content, process, and product artifact rubric . Targets: Students will earn a rubric score of 77% (46/60) on the rubric. The criteria for success has been successful and students have met or exceeded the targets. 77% proficient or higher is the target. 100 % of program completers were assessed on this evaluation in Spring 2023 n=13 with 10 of 13 students or 77% of the students reaching the target. Summer 2023 n=13, Spring 2024 n=23, with 33 of 36 students or 92% reaching the target, Spring 2025 n=26 with 25 of 26 or 96% reaching the target.
Results & Conclusion	Results: These results suggest that the instructional practices and assessment tools in place are supporting strong student performance. What stood out across the three years was the notable increase in student achievement, especially between Spring 2023 and subsequent cycles. Conclusions: The rubric use and alignment was a contributor to student success. Use of a clearly structured rubric with distinct criteria for each of the three differentiation components helped provide transparency and formative guidance. Some students struggled with fully integrating all three aspects of differentiation into their planning.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next three academic years, the EDU 522 program will implement several strategic improvements to enhance the relevance, clarity, and rigor of its assessment practices for the student learning outcome: <i>"Develop a differentiated unit plan of instruction with respect to content, process, and product."</i> 2025–2026: Instructional Supports - The existing differentiated unit plan rubric will be revised to ensure that the criteria for content, process, and product are clearly delineated and aligned with measurable, higher-order learning verbs. - A reflective justification component will be added to the unit plan assignment. 2026–2027: Sequence Alignment

	- The instructional sequence will be reviewed to ensure that students are receiving adequate exposure to Universal Design for Learning (UDL) and culturally responsive pedagogy, which are foundational to successful differentiation. 2027–2028: Program Outcome Review - If the performance trend continues to exceed expectations, we will consider raising the performance target (currently 77% rubric score) to maintain program rigor and encourage continuous improvement.
--	---

Program Student Learning Outcome 5	
Program Student Learning Outcome	Achieve the literacy outcomes of the professional education curriculum.
Evaluation	LTCY 510 student artifacts in a case study (lesson planning and delivery) that includes interdisciplinary literacy practices situated in disciplinary literacy The case study template and rubric do engage candidates in authentic planning tasks that require students to apply interdisciplinary and disciplinary literacy strategies, which supports measurement of literacy outcomes in context.
Measurement Instruments	LTCY 510 teacher candidate artifacts in lesson planning that includes interdisciplinary literacy practices situated in disciplinary literacy (case study template and rubric for scoring case study) The case study remains a strong, authentic artifact, especially if the assignment prompts candidates to explain <i>why</i> and <i>how</i> they selected specific literacy strategies. This is a direct measure artifact with evidence of what students can do with literacy strategies. Candidates apply literacy theory and research to classroom planning and the task requires analysis and reflection on student learning and instructional impact.
Criteria & Targets	Criteria: 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. Targets: 77% of students will meet the criteria. 100 % of program completers were assessed on this evaluation in Fall 2022 n=41, 100% of the students met or exceeded the target. Fall 2023 n=32, 25 of the 32 teacher candidates or 78% met or exceeded the target and Fall 2024 n=38, 32 of 38 students or 84% of students met or exceeded the target.
Results & Conclusion	Results: The results across the past three academic years were generally consistent with expectations. Conclusions: The case study assignment remains a valid and meaningful artifact. It encourages application of disciplinary and interdisciplinary literacy concepts in authentic lesson planning. The dip in fall 2023 may have resulted from variability in candidate preparedness.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next three academic years, the LTCY 510 course team will implement targeted improvements to refine the assessment process. 2025–26: Strengthen Alignment - The case study assignment will be revised to include a structured reflective component requiring candidates to justify their literacy choices using course theory and research. 2026–27: Reassess the Artifact - The curriculum map for literacy outcomes will be reviewed across the program to assess whether literacy concepts are introduced, reinforced, and mastered in a coherent sequence. If needed, course prerequisites or sequencing may be adjusted. 2027–28: Evaluate Faculty Support - We will assess the need for faculty training in evaluating disciplinary literacy across content areas, especially for non-ELA candidates.
Program Student Learning Outcome 6	

Program Student Learning Outcome	Display the attitudes and dispositions of a professional educator.
Evaluation	Using the last three assessment cycles, this program learning outcome is still relevant. These evaluations measure teaching performance and professional dispositions which are central to competencies necessary for professional teachers. 100 % of program completers were assessed on this evaluation in Fall 2022 n=10 and Spring 2023 n=9, Fall 2023 n=14 and Spring 2024 n=16, Fall 2024 n=12 and Spring 2025 n=26
Measurement Instruments	EDU 589 student dispositions survey completed by instructor, cooperating teachers, and university supervisors. 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
	This rubric is applied unit-wide to candidates pursuing initial teacher certification.
Criteria & Targets	Criteria: Students will earn a rubric score of proficient or higher on the Dispositions Ratings. Targets: 100% of completers will meet the criteria 100 % of program completers were assessed on this evaluation in Fall 2022 n=10 and Spring 2023 n=9, Fall 2023 n=14 and Spring 2024 n=16, Fall 2024 n=12 and Spring 2025 n=26, 100% of program completers earned a rubric score of proficient or higher on the disposition ratings.
Results & Conclusion	Results: The results are consistent with our expectations, demonstrating stable performance patterns and confirming that our current assessment practices are effectively capturing candidate competencies Conclusions: Student teachers and Option 6 interns are required to be proficient in the Kentucky Teaching Standards by the conclusion of their internship experience. In any instance where the candidate is not proficient, a remediation plan must be implemented. All completers have scored proficient or higher in the last three assessment cycles.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Over the next three years, our program will continue to utilize the disposition rating rubrics in EDU 589 to evaluate candidates' teaching performance and professional dispositions. These assessments, grounded in university supervisor/principal observations, remain highly relevant to our program learning outcomes and aligned with the professional competencies expected of teacher candidates pursuing initial certification. Year 1 (2025–2026): Reflection and Refinement In 2025–2026, we will begin by conducting a comprehensive review of the current assessment rubrics to ensure their continued alignment with state teaching standards, and to verify that the indicators are appropriately rigorous, observable, and measurable. Given that 100% of program completers were successfully evaluated using these tools over the past three cycles, the system is functioning effectively; however, we will seek to strengthen it by: • Gathering feedback from university supervisors/principals to identify rubric components that may require clarification, revision, or expansion (e.g., cultural responsiveness, data literacy, or technology integration). • Reviewing program outcome alignment to confirm that the assessment artifacts still provide direct, sufficient evidence of expected competencies. If needed, we will revise the rubrics or their implementation protocols during this year and retrain faculty and supervisors accordingly before Fall 2026. Year 2 (2026–2027): Curriculum Mapping In 2026–2027, we will focus on curriculum alignment: • A revised curriculum map will be developed or updated to clearly illustrate how coursework leading into EDU 589 scaffolds the

	competencies measured by the assessment rubrics. This may include sequencing adjustments to ensure candidates are adequately prepared by the time they reach their student teaching semester. Year 3 (2027–2028): Data-Driven Decision-Making and Goal Setting In the final year of this cycle, we will use three years of updated assessment data to analyze trends, address any disparities, and set long-term performance benchmarks: • We will analyze rubric scores and performance trends to identify program strengths and areas needing improvement.
--	---

Code	Title	Hours
Required Courses		
<u>EDU 589</u>	Advanced Internship for the MAT	6
<u>PSY 510</u>	Advanced Educational Psychology	3
<u>SPED 515</u>	Introduction to Special Education	3
<u>LTCY 519</u>	Literacy Development and Instruction	3
or <u>LTCY 510</u>	Methods of Teaching Literacy to Adolescents	
<u>EDU 520</u>	Planning for Instruction ¹	3
<u>EDU 522</u>	Foundations of Differentiated Instruction	3
<u>EDU 570</u>	Educational Assessment for P-12 Learners	3
<u>LITE 535</u>	Survey of Educational Technology Practices	3
Choose one content-specific methods course: ²		3
<u>SEC 534</u>	Seminar in Mathematics Education	
<u>SEC 535</u>	Seminar in Music Education	
<u>SEC 537</u>	Seminar in Science Education	
<u>SEC 538</u>	Seminar in Social Studies Education	
<u>SEC 546</u>	Seminar in English Language Arts Methods	
<u>SEC 573</u>	Methods of Teaching Business and Marketing Education	
<u>MLNG 474G</u>	Teaching Foreign Language	
<u>AGED 570</u>	Methods of Teaching in Agriculture Education	
<u>KIN 520</u>	Teaching Strategies in Physical Education	
Total Hours		30
Course List		