

Assurance of Student Learning Reflection 2024-2025	
College of Education and Behavioral Sciences	School of Teacher Education
Middle Grades Education (579) (Shown on University website as 5001)	
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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	<i>Students will demonstrate the content knowledge and pedagogy necessary to be a teacher.</i>
Evaluation	This outcome remains highly relevant and clearly measurable. It is aligned with the Kentucky Teacher Performance Standards and CAEP requirements. The language uses measurable verbs ("demonstrate"), and although it is somewhat broad, it accurately reflects the core expectation for teacher candidates. No revisions are needed at this time.
Measurement Instruments	This SLO is measured through multiple instruments: - Praxis II content exams (ELA or Social Studies) - Key Assessment 5A (Unit Pre-Assessment) and 5B (Unit Post-Assessment) These are both direct measures. The artifacts remain appropriate, though in light of increased AI use, assessment protocols now include an academic honesty statement and periodic checks for originality using TurnItIn and written justifications. Rubrics for 5A/5B have recently been updated to include clearer proficiency descriptors. No further changes are needed at this time.
Criteria & Targets	The current target is for 80% of students to earn a passing score on the Praxis II exam by the end of CEPT II. Additionally, 85% of students should score a 3 or higher on the Key Assessment rubrics. These benchmarks remain appropriate but may be revisited in the next cycle if performance continues to exceed expectations.

Results & Conclusion	Results: In the 2021–2024 assessment cycle, the Praxis II pass rate improved steadily, with the 2023–2024 cohort reaching an 86% pass rate on their first attempt. For Key Assessments 5A and 5B, over 90% of students scored a 3 or higher, with particularly strong performance in data interpretation and instructional alignment. Conclusions: Strong alignment between course content (MGE 475/476 and MGE 481) and assessment tools likely contributed to student success. The addition of study guides and structured Praxis support in advising meetings may have also played a role. Continued monitoring is needed for students attempting Praxis multiple times. Overall, the results confirm the appropriateness of the current instruments and instructional sequence.
**IMPORTANT - Plans for Next Assessment Cycle:	In the next assessment cycle, we will: • Continue to monitor Praxis II data and target support toward students with multiple attempts • Ensure curriculum maps are updated to reflect any changes in state licensure requirements • Incorporate optional KET self-paced Praxis prep modules into MGE 475 and MGE 396 • Infuse a student-led Praxis tutoring circle for students who have not passed by the start of CEPT II

Program Student Learning Outcome 2	
Program Student Learning Outcome	<i>Students will apply knowledge of content and pedagogy to teach effectively.</i>
Evaluation	This learning outcome remains relevant and measurable. The use of “apply” aligns with Bloom’s Taxonomy and appropriately focuses on instructional implementation. It is not overly broad or double-barreled. The outcome directly supports Kentucky teaching standards and continues to be a strong indicator of classroom readiness. This outcome is assessed through: • Key Assessment 6: Lesson Plan and Teaching Video (CEPT I – MGE 395) • Dispositional feedback and observation notes from CEPT I university supervisors • Video teaching reflections and peer feedback in MGE 475/476 and MGE 481
Measurement Instruments	All are direct measures. The Lesson Plan rubric was revised in 2022 to better distinguish between “Developing,” “Accomplished,” and “Exemplary” categories. Teaching videos are now required to include evidence of student engagement and varied instructional strategies.

	The rise in AI-generated content has prompted clearer guidelines regarding lesson originality, and students must now submit a short justification for how their plans are adapted for diverse learners.
Criteria & Targets	Current benchmarks include: • 85% of students scoring a 3 or higher on the Lesson Plan rubric • 100% of students completing and reflecting on a CEPT I teaching video These targets are appropriate and align with course expectations. However, we may consider raising the rubric threshold for “Accomplished” performance in the next cycle.
Results & Conclusion	Results: Over the last three years, students have consistently met expectations for lesson planning and video performance. 88% of students scored a 3 or higher on the Lesson Plan rubric. Many showed strengths in organization, clarity of instruction, and appropriate pacing. However, areas for growth included incorporating open-ended questioning and checking for understanding. Conclusions: Embedding lesson planning into both methods and clinical courses contributed to students’ success. The co-teaching option during CEPT I was especially beneficial, giving students a low-risk opportunity to practice real-world teaching. The use of video also provided faculty with better insight into student delivery. Some students struggled with time management and engagement strategies, which we plan to target in future scaffolding.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	To improve application of pedagogy, we will: • Introduce cooperative learning strategy modules (e.g., Jigsaw, Four Corners) in MGE 395 and MGE 481 • Add structured video reflection prompts focusing on student engagement and questioning • Increase peer and self-assessment rubrics to help students identify areas for improvement • Explore the use of AI for differentiated planning <i>only</i> when accompanied by a justification narrative We will also begin tracking student growth from the first teaching video (CEPT I) to the second (EDU 489/CEPT II) to assess longitudinal improvement.
Program Student Learning Outcome 3	

Program Student Learning Outcome	Students will analyze student learning using assessments.
Evaluation	This outcome remains highly relevant and appropriately measurable. The verb “analyze” is aligned with higher-order thinking in Bloom’s Taxonomy and reflects the expectations outlined in the Kentucky Framework for Teaching (Domains 1 and 3). It is clearly stated and focused. No changes are recommended at this time.
Measurement Instruments	This outcome is measured using: • Key Assessment 7: Student Work Analysis and Data Reflection (completed in CEPT II – MGE 490/EDU 489) • Formal lesson reflection prompts embedded into CEPT II video submissions • Supervisor observation notes referencing assessment use in real-time teaching These are direct measures of how candidates use formative and summative assessment data to inform instruction. The Key Assessment 7 rubric was last updated in 2023 to include clearer expectations around disaggregating data and identifying trends across subgroups. As AI becomes more embedded in education, future measures may need to monitor over-reliance on digital analysis tools. For now, the artifact remains paper-based with opportunities for narrative reflection.
Criteria & Targets	Our current target is that 85% of students will score a 3 or higher on the Key Assessment 7 rubric. Additionally, students must provide at least one specific example of instructional change based on assessment data in their CEPT II teaching reflection. These expectations have proven to be appropriate, though slight refinements in rubric language may be needed to more clearly define what constitutes actionable reflection.
Results & Conclusion	Results: In the 2021–2024 cycle, 87% of candidates met or exceeded expectations on Key Assessment 7. Students demonstrated growth in using assessment to adjust pacing, re-teach content, and identify patterns in misconceptions. Strong reflections came from students who used pre/post data or grouped student performance by standard. Conclusions: The program’s consistent emphasis on data literacy across MGE 475, MGE 481, and EDU 489 likely contributed to success. Faculty modeling and peer examples were helpful, though some students continue to struggle with translating data into specific instructional decisions. We also noted improved performance among students who had field placements in data-focused PLC schools.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Looking forward, we will: • Build out early practice opportunities using anonymized data sets in MGE 475 • Incorporate disaggregated data analysis into more lesson reflections in MGE 481 • Require students to draft action plans based on assessment data in EDU 489 • Pilot a digital portfolio option that includes uploaded work samples, data tables, and reflective audio or video commentary We'll also review the rubric in Summer 2026 to ensure clarity between a score of "3" and "4" in terms of actionable instructional next steps.
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To add more outcomes, if needed, select the table above and copy & paste below.