Assurance of Student Learning Reflection 2024-2025	
College of Education and Behavioral Sciences	*School of Teacher Education*
SKyTeach Science and Mathematics Education #0774	
Drs. Martha Day & Les Pesterfield	
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	SMED 489 completion of **midterm and final teaching assessment rubrics** based on summative observation data conducted by the university supervisor. These are unit wide assessments used to measure teacher candidate effectiveness in an end point evaluation.
Measurement Instruments	SMED 489 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 2024 - Google Docs Final Assessment Rubric: Copy of STUDENT TEACHING FINAL EVALUATION Fall 2024 - Google Docs
Criteria & Targets	*100% of Students will earn midterm and final assessment grades of "C" or higher on both the midterm and final evaluations.* 100% of student teacher internship candidates will earn a grade of "C" or higher on both the midterm and final student teaching evaluation instruments.
Results & Conclusion	**Results**: 100% of students enrolled in this program earned a grade of "C" or higher on the midterm and final student teaching evaluation rubrics. 100% of program completers were assessed on this evaluation. Fall 2024 n=3 Spring 2025 n=8 These results have remained stable during the period from 2022-2025 with 100% of candidates meeting the target over this time period. **Conclusions**: As expected our candidates exhibited proficiency with this task. The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester.

****IMPORTANT - Plans for Next Assessment Cycle**:	**Plans for Next Assessment Cycle**: This criteria will remain in place through the next assessment cycle. This assessment is required across all programs for initial teacher certification in the school of teacher education.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Exhibit teaching proficiency and effectiveness in a clinical environment.
Evaluation	SMED 489 complete a teacher work sample that demonstrates proficiency in lesson design, student assessment, and instructional decision making.
Measurement Instruments	SMED 489 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: SMED 489: Capstone Instructional Unit (TWS) - EDU 489: Capstone (google.com)
Criteria & Targets	Students will earn a rubric score of proficient or higher on the Capstone Instructional Unit
Results & Conclusion	**Results**: As expected 100% of our program completers earned a score of proficient or higher. 100% of program completers were assessed on this evaluation. Fall 2024 n=3 Spring 2025 n=8 The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester. These results have remained stable during the period from 2022-2025 with 100% of candidates meeting the target over this time period. **Conclusions**: This assessment tool is implemented in all programs and areas within the school of teacher education that lead to initial teacher certification. If changes are made in future assessment cycles, it will require adjustments within the entire unit.
****IMPORTANT - Plans for Next Assessment Cycle**:	This criteria will remain in place through the next assessment cycle. This assessment is required across all programs for initial teacher certification in the school of teacher education.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Employ a range of formative and summative assessments

Evaluation	Students will earn a rubric score of proficient or higher on the student assessment workshop rubric.
Measurement Instruments	SMED 102 successful development and presentation of a student assessment workshop scoring proficient (3) or advanced (4) on the rubric.
Criteria & Targets	77% (Level 3 or 4 on the rubric)*A lower threshold was selected for this measure since it is an initial program assessment.
Results & Conclusion	**Results**: 100% of program completers were assessed on this evaluation. A rubric score of proficient or advanced was used as criteria for student success. 95% of students met the target and this was below our goal of 77% proficient or advanced. Fall 2024 n=10 Spring 2025 n=11 20 of 21 students (95%) met the criteria. The 1 student who was not proficient submitted incomplete documents. There is more variation in this assessment since it represents an initial program assessment. Only 67% of the students met the target in 2023-2024 and 81% of students met the target in 2022-2023. Our success rate improved in the 2024-2025 academic year due to the implementation of greater scaffolds and supports (checkpoint meetings) to assist students with the development of their products. **Conclusions**: This assessment tool is implemented in each iteration of the SMED 102 course. It entails a clinical field teaching experience that requires students to develop and implement formative and summative assessments and make instructional decisions based upon those assessments. A teacher's ability to present content and look at an in-depth topic on formative and summative assessments is a critical skill for both developing and practicing teachers.
****IMPORTANT - Plans for Next Assessment Cycle**:	This criteria will remain in place through the next assessment cycle. This assessment is required since the skills are a basic requirement for all classroom teachers.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Identify, evaluate, and stipulate personalized student learning.
Evaluation	Students will earn a rubric score of 85% on the problem-based unit of instruction rubric.
Measurement Instruments	SMED 470 students develop a problem-based unit of instruction with respect to content, process, and product. **PBI Final project rubric.**
Criteria & Targets	Students will earn a rubric score of 85% on the problem-based unit of instruction rubric.
Results & Conclusion	**Results**: The resultant data indicate that 11 of 11 (100%) students were proficient on the assessment in 2024-2025. These results have remained stable during the period from 2022-2025 with 100% of candidates meeting the target over this time period.

	Conclusions: This assessment tool is implemented in each iteration of the SMED 470 course. A teacher's ability to differentiate based on content, process, and product is a requisite skill for every teacher candidate.
****IMPORTANT - Plans for Next Assessment Cycle**:	This criteria will remain in place through the next assessment cycle. This assessment is required since the skills are a basic requirement for all classroom teachers.
Program Student Learning Outcome 5	
Program Student Learning Outcome	Achieve the literacy outcomes of the professional education curriculum.
Evaluation	Students will earn a rubric score of 85% on the research-based effective teaching strategies presentation rubric.
Measurement Instruments	SMED 470 students research various research based effective teaching strategies with respect to literacy practices and present a professional development workshop to their peers. Research based effective teaching strategies assignment rubric.
Criteria & Targets	Students will earn a rubric score of 85% on the research-based effective teaching strategies presentation rubric.
Results & Conclusion	**Results**: The resultant data indicate that 11 of 11 (100%) students were proficient on the assessment in 2024-2025. These results have remained stable during the period from 2022-2025 with 100% of candidates meeting the target over this time period. **Conclusions**: This assessment tool is implemented in each iteration of the SMED 470 course. A teacher's ability to support literacy practices is an integral skill for a professional educator.
****IMPORTANT - Plans for Next Assessment Cycle**:	This assessment is required since the skills are a basic requirement for all classroom teachers.
Program Student Learning Outcome 6	
Program Student Learning Outcome	Display the attitudes and dispositions of a professional educator.
Evaluation	Students will earn a rubric score of proficient or higher on the Dispositions Ratings.
Measurement Instruments	SMED 489 **student dispositions survey** completed by instructor, cooperating teachers, and university supervisors. Rubric: Copy of Dispositions Ratings Fall 2024 Revised (Hard Copy for Student Teachers) - Google Docs

Criteria & Targets	100% of students will earn a rubric score of proficient or higher on the Dispositions Ratings in 2024-2025. These results have remained stable during the period from 2022-2025 with 100% of candidates meeting the target over this time period.
Results & Conclusion	**Results**: The results are typical for students pursuing initial teacher certification. While there is continuous student growth throughout the student teaching internship semester, candidates are well-prepared for these tasks due to the alignment of key assessments in pre-requisite courses leading up to the internship semester. **Conclusions**: This assessment tool is implemented in all programs and areas within the school of teacher education that lead to initial teacher certification. If changes are made in future assessment cycles, it will require adjustments within the entire unit.
****IMPORTANT - Plans for Next Assessment Cycle**:	This criteria will remain in place through the next assessment cycle. This assessment is required since the skills are a basic requirement for all classroom teachers.

***** Please include Curriculum Map (below/next page) as part of this document**

Program Overview

Students seeking certification in middle grades (5-9) or secondary grades (8-12) must complete both the science and mathematics education program (SMED) and one of the following: the middle school science (MSS) program (reference number 734), the middle grades mathematics (MGM) program (reference number 730), or a teacher certifiable science or mathematics content major. This combination of programs leads to a bachelor's degree with a minimum of two majors. Completion of the two programs, as well as the successful completion of the current requirements to be recommended for certification, will qualify a student for Kentucky middle grades science or mathematics certification (grades 5-9), or secondary certification (grades 8-12) in one of the following approved science or mathematics secondary content fields: biology, chemistry, earth and space science, mathematics, or physics. Students seeking admission to the SMED program must earn a grade of C or higher in SMED 101 and SMED 102 and meet requirements for admission to teacher education.

Students seeking academic advising with regard to preparation as a science or mathematics teacher should contact the SKyTeach office, Kelly Thompson Hall - Office 1011A, (270) 745-3900, or refer to the SKyTeach website: http://www.wku.edu/skyteach for additional information.

The science and mathematics education program requires completion of 34 hours of professional education courses. The recommended Colonnade mathematics course is either MATH 117 or MATH 118. The required courses are:

Code	Title	Hours
SMED 101	Step 1: Introduction to Inquiry-Based Approaches to Teaching	3
SMED 102	Step 2: Introduction to Inquiry-Based Lesson Design	3

Code	Title	Hours
SMED 310	Knowing and Learning in Mathematics and Science	3
SMED 320	Classroom Interactions	3
SMED 340	Perspectives on Mathematics and Science	3
SMED 360	Research Methods for Math and Science Teachers	3
SMED 470	Project-Based Instruction	3
SMED 489	SMED Student Teaching Seminar	3
MGE/SEC 490	Student Teaching [1]	10
Total Hours		**34**

Course List

[1] MGE 490 for students seeking middle grades certification or SEC 490 for students seeking secondary certification.

4-year Plan

Students who wish to be science or mathematics teachers in middle or secondary schools must complete the major in Science and Mathematics Education (SMED), offered in the School of Teacher Education, and at least one content major from the following list (consult the catalog listing for the respective department for information about the requirements for the content majors):

Major/Concentration	Department	Leading to Teacher Certification in Grades
Middle Grades Mathematics	Department of Mathematics	Grades 5-9
Middle School Science	OCSE Dean's Office	Grades 5-9
Biology	Department of Biology	Grades 8-12
Chemistry	Department of Chemistry	Grades 8-12
Mathematics	Department of Mathematics	Grades 8-12
Physics	Department of Physics	Grades 8-12

Major Department

School of Teacher Education Student Learning Outcomes

Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	**1. Demonstrate content knowledge in the academic disciplines**	**2. Apply the foundational principles of learning and teaching**	**3. Exhibit teaching competence in a clinical environment**	**4. Select, administer, and analyze results of formative and summative assessments**	**5. Identify, evaluate, and implement individualized instruction**	**6. Apply content knowledge, pedagogical skills, and technology to instructional practice**	**7. Identify, evaluate, and implement literacy practices**	**8. Display the dispositions of a professional educator**
SMED 101		I	I:assess	I	I	I	I	I
SMED 102	I	I	I:assess	I	I	I:assess	I	I
SMED 310	R	D:assess	R	R	R	R	I	R:assess
SMED 320	D:assess	D:assess	D:assess	R	R	D	I	R:assess
SMED 340	D:assess	R	D:assess	D	D	D	D	D
SMED 360	D:assess	R	R			R	D	R
SMED 470	D:assess	M:assess	M:assess	Key Assessment 5B: D (assess)	Key Assessment 5A &6: R (assess)	D	R	M:assess
SMED 489	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)	Key Assessment 7 (3 parts: 5A, 6, and 5B)
MGE/SEC 490	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)
Key Assessments								