

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

School of Teacher Education

Special Education/Elementary Education – Learning and Behavioral Disorders and Elementary Education - #5003

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will demonstrate the content knowledge and pedagogy necessary to be a teacher.

Instrument 1	Direct: Praxis CORE
Instrument 2	Direct: Praxis – Subject Assessments
Instrument 3	Direct: Praxis – Principles of Learning and Teaching (PLT)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will apply knowledge of content and pedagogy to improve student learning outcomes.

Instrument 1	Direct: Key Assessment 6: Design for Instruction
Instrument 2	Direct: Key Assessment 7: Teacher Work Sample
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will analyze assessment data and use this information to drive instruction and improve student outcomes.

Instrument 1	Direct: Key Assessment 5A: Learning Goals & Pre/Post Assessment
Instrument 2	Direct: Key Assessment 5B: Analysis of Student Learning
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Results of this analysis suggest mixed results and some areas of need. The most urgent need is a greater focus on the passing of the Praxis exams. This is not an issue just for WKU, but rather a consistent struggle for most teacher educator programs. This provides WKU a great opportunity to develop a mechanism to better support our students in passing the Praxis, especially with the Praxis Core. Although there have been programs and workshops developed, currently 30% of WKU students taking the Praxis Core never pass all sections and therefore cannot be admitted into the

teacher education program. Many students require multiple attempts to complete and this comes as a great expense, both financially and in time. Consequently, a more intensive, targeted plan is needed. We plan the following:

- Encourage students to take the Praxis Core prior to beginning coursework at WKU
- Incorporate the Praxis Core prep as part of EDU 250, a required course for all prospective education students
- Raise the expectation that students will complete the Praxis Core within their first year at WKU and make it part of their Student Success Plan
- Intensive and consistent follow-up for all those not passing within their first year

Regarding the Praxis content courses, the special education exam has a very high first attempt passing rate. Results are lower for the education content exam and an area of focus for the elementary program. It is anticipated that scores will rise with the revised SPED/ELED program; however, the education faculty is reassessing their instruction to improve the passing rate immediately.

The second and third learning outcomes had mixed results suggesting strengths and needs. Students met learning goals in the special education and pedagogy areas, but barely missed the target in the content areas. The following recommendations came out of this assessment:

- Data drives special education and has a strong emphasis in our program; however, the indicators used to measure program effectiveness were completed in the elementary education courses. Moving forward it is important to include indicators specific to special education to get a truer picture of program effectiveness.
- A course dedicated specifically to data management and analysis was added to the revised SPED/ELED and elementary education programs. This will provide students with more targeted practice in data analysis and meets a need requested by our school partners.
- The inclusive and collaborative revised SPED/ELED program will provide a more cohesive and united program. This will definitely benefit our students but will also allow for more dialogue and hopefully better teaching among WKU faculty. Additionally, all elementary education students will have more access to special education faculty and content which is much needed given the inclusive model of education and our diverse classrooms. This should develop stronger teachers more ready to make data-driven decisions to improve student learning.

Student Learning Outcome 1

Student Learning Outcome	Students will demonstrate the content knowledge and pedagogy necessary to be a teacher.		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</p> <p>DIRECT measure: Praxis Core – Students desiring to become teachers must pass a basic competency test (i.e., Praxis CORE), a standardized, state required test, prior to admission into their professional program. This requires content knowledge expected to be acquired prior to entering college; however, it is sometimes a stumbling block for students, both at WKU and nationally. Students are required to pass all three areas (i.e., math, reading, and writing).</p>		
Criteria for Student Success	Obtaining a passing score on all three sections of the Praxis Core for admittance into the professional teaching program.		
Program Success Target for this Measurement	85% of students complete all three sections of Praxis Core	Percent of Program Achieving Target	Math – 69% Reading – 90% Writing – 75%
Methods	Students complete the Praxis Core at an approved testing site. Proper identification is required and stringent testing protocol is adhered to. This is a timed, computer-based standardized test. The math portion emphasizes data interpretation and representation, statistics, probability, along with some algebra and geometry. The reading test measure students’ abilities to understand, analyze, and evaluate different types of text. The writing portion includes multiple choice questions on mechanics and grammar, along with argumentative and explanatory essays. Scores are reported directly to WKU. 291 of 421 students (all WKU students wanting to enter teaching programs) passed the math test over 560 attempts. 340 of 376 students passed the reading portion over 414 attempts. 309 of 412 students passed the writing portion over 522 attempts.		
Measurement Instrument 2	<p>DIRECT measure: Praxis Principles of Learning and Teaching (PLT) K–6</p> <p>This standardized test measures teacher candidates’ knowledge of the foundation of teaching required of beginning educators. It is usually completed near the end of the undergraduate program to reflect pedagogical understanding gained through their educator preparation program. Teacher candidates must pass the PLT before teacher certification is granted by the State.</p>		
Criteria for Student Success	Earning a passing score on the PLT.		
Program Success Target for this Measurement	98%	Percent of Program Achieving Target	100%
Methods	Teacher candidates complete the PLT at an approved testing site. Proper identification is required and stringent testing protocol is adhered to. This is a timed, computer-based standardized test. It includes both grade specific and universal teaching questions. Not all questions are scored as several are used for norming to develop future		

	questions. Scores are reported directly to WKU. All 136 students (including students wanting to join the special education/elementary education program and the elementary education students) passed this exam with 138 total attempts needed.		
Measurement Instrument 3	<p>DIRECT measure: Praxis Subject Assessments</p> <p>Teacher candidates must pass standardized subject assessments for all content areas they will be certified to teach. Certification does not occur until all assessments are passed. Because this is a special education/elementary education major, teacher candidates must pass all the subject assessments required for both special education and general education. These exams are completed near the completion of the undergraduate program to ensure teacher candidates have the necessary content knowledge to successfully improve student learning outcomes.</p>		
Criteria for Student Success	Earning a passing score on all the required content exams.		
Program Success Target for this Measurement	95%	Percent of Program Achieving Target	Special Ed – 100% Math – 89% Reading/LA – 93% Science – 87% Social Studies – 80%
Methods	<p>Similar to the other Praxis exams, teacher candidates must complete the subject assessments at an approved testing site. Proper identification is required and stringent testing protocol is adhered to. These are timed, computer-based standardized tests. The special education content assessment is Special Education Core Knowledge and Mild/Moderate Applications. All 34 special education/elementary education teacher candidates passed this assessment in a total of 35 attempts. The elementary education certification requirement includes subject assessments in math, reading and language arts, science, and social studies. 134 of 150 teacher candidates (including both special education/elementary education majors and elementary education majors) passed the math assessment in 162 attempts. 137 of 147 passed the reading/language arts content assessment in 156 attempts. 136 of 157 teacher candidates passed the science content assessment in 222 attempts. 136 of 171 teacher candidates passed the social studies assessment in 269 attempts.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Study sessions and workshops were created to better support students needing assistance with the Praxis Core. Application for a grant to develop a Praxis bootcamp was submitted with the goal to provide more intensive support during the 2019–20 academic year.			
Regarding Praxis content areas, professors in the elementary program acknowledged the multiple times students are taking content tests, especially in social studies, science, and math. Methods teachers who teach these subjects have added quizzes, readings and other activities to stress content in			

these three subjects. Elementary faculty have also been more deliberate at talking about these Praxis Content tests and explaining to the students the best semester to take the tests for a higher pass rate.

The special education and elementary education professors worked together to revise the special education/elementary education program to more closely reflect the inclusive model used in schools today while also providing additional time for content instruction in the areas students were struggling with Praxis completion. Discussion/planning occurred during the 18-19 academic year. The program passed through Committees during the Fall 19 semester with the revised SPED/ELED program scheduled to begin Fall 2020.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The grant was received and the Praxis bootcamp was developed. Students are currently enrolled in the bootcamp.

Pass rate on state licensure tests improved from 80% to 90%. Elementary professors would like students to be more successful the first time they take the Praxis content tests. Therefore, professors will provide test practice on the content tests so students are more aware of what is asked on these tests. This will take 2 years.

The revisions to the SPED/ELED program have been approved and will begin in 2020-21. Collaborative courses are currently under development as the special education faculty will be collaboratively teaching with the elementary education faculty in the revised program.

Student Learning Outcome 2

Student Learning Outcome	Students will apply knowledge of content and pedagogy to improve student learning outcomes.		
Measurement Instrument 1	<p>Direct: Key Assessment 6: Design for instruction</p> <p>This Key Assessment requires all teacher candidates to demonstrate their ability to design effective instruction based on pre-assessment results. They must use their knowledge of students, classroom environment, teaching methods, and students' prior knowledge to determine the most effective strategy of instruction.</p>		
Criteria for Student Success	Average score of 3 on the Key Assessment. (4 indicators)		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	78%
Methods	<p>These data are collected each semester as part of ELED 465. The number of students for the 18-19 academic year was 158 (including both special education/elementary education majors and education majors). Faculty evaluated this assignment, which requires students to use pre-assessment data to plan a unit of instruction. They must reflect on the data and justify instructional decisions in terms of content and methods. In addition, they create formal formative assessments and make plans to differentiate instruction for students in the classroom. This is a detailed document explaining the learning goals, objectives of the lesson, instructional methods, assessments and modifications/accommodations for different students.</p>		
Measurement Instrument 2	<p>Direct: Key Assessment 7: Teacher Work Sample</p> <p>This Key Assessment requires all teacher candidates to demonstrate their ability to design a unit of instruction from beginning to end. They design a pre- and post-assessment, instructional strategies, lesson plans, describe and evaluate the learning context, differentiate for students needs, use formative and summative assessments to evaluate student learning, analyze assessment data, and reflect on their own practice as a teacher.</p>		
Criteria for Student Success	Students must pass in order to receive teaching credentials. A passing score is an overall score of 2 or higher.		
Program Success Target for this Measurement	95%	Percent of Program Achieving Target	100%
Methods	<p>This capstone project is a requirement of the EDU 489 course, which all students take during their student teaching semester, which is their final semester. The number of special education/elementary education students for the 18-19 academic year was 35. Faculty ratings indicated all students successfully designed a unit of instruction including pre- & post-test, lessons, formative assessments, differentiated instruction, and analysis of student learning.</p>		
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target			
Methods					
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<table border="1"> <tr> <td>Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
Course outcomes were examined in relation to each of the program learning outcomes. For 2018-2019, the department revisited all existing rubrics and scoring procedures to more consistently evaluate students across sections of courses.					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
Based on results from previous assessments, while using Key Assessment 6, more emphasis was given in the course ELED 465 to address students' understanding of each section of the assignment and rubric. Since the target was not met by all students, the focus going forward will be to strengthen the instruction surrounding the weakest indicator(s) such as "Integration of technology" to move the majority of students from Beginning or Developing (1-2) to the Proficient (3) category. This will begin immediately.					

Student Learning Outcome 3			
Student Learning Outcome	Students will analyze assessment data and use this information to drive instruction and improve student outcomes.		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</p> <p>Direct: Key Assessment 5A: Learning Goals & Pre/Post Assessment</p> <p>This Key Assessment requires all teacher candidates to demonstrate their ability to set learning targets and design assessments that align to the content standards.</p>		
Criteria for Student Success	Average score of 3 on the Key Assessment. (9 indicators)		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	88%
Methods	These data are collected each semester as part of ELED 465. The number of students for the 18-19 academic year was 226 (including both special education/elementary and elementary teacher candidates). Faculty evaluated this instrument, which requires students to create 2 learning goals aligned to state standards that reflect the needs of the students in the classroom and the content to be taught. They also create a summative assessment to give students prior to instruction and after instruction of lessons. This assessment includes a variety of question types and aims to		

	give the best picture of the students' understanding of the content. Based on faculty's ratings of students Key Assessment, 88% met the criteria for success.		
Measurement Instrument 2	Direct: Key Assessment 5B: Analysis of Student Learning This Key Assessment requires all teacher candidates to demonstrate their ability to analyze assessment data to measure student learning.		
Criteria for Student Success	Average score of 3 on the Key Assessment. (4 indicators)		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	78%
Methods	This data is collected each semester as part of ELED 405. The number of students for the 18-19 academic year was 132 (including both special education/elementary education and elementary education majors). Based on faculty's ratings of students Key Assessment, 78% met the criteria for success. As part of the unit of instruction, student use their assessment data from pre- and post-assessments and formal and informal formative assessments to evaluate student learning. This is the culmination of a semester long unit instruction project.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) Students struggle with their abilities to analyze how their K-6 th students perform on a pre/post-test situation from a unit taught by the WKU student. More emphasis will be provided in Elementary Math methods class (ELED 405) and Senior project class (ELED 465) to help students analyze their data. Graphing the K-6 th data is an important element within this assessment because it represents something these students will do when they become classroom teachers. A course dedicated to data analysis was added to the revised SPED/ELED program and will begin with the freshmen class arriving in Fall, 2020.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) Based on results from previous assessments, while using the Key Assessment 5A and 5B, more emphasis was given in the courses ELED 405 & ELED 465 to address students' understanding of each section of the assignment and rubric. Since the target was not met by all students for			

instrument 2, the focus going forward will be to strengthen the instruction surrounding the weakest indicator(s) to move the majority of students from Beginning or Developing (1-2) to the Proficient (3) category.