

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

School of Teacher Education

Middle Grades Education for Initial Teacher Certification #0458

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 be able to design, plan, and implement effective instruction in their respective content areas.

Instrument 1	EDU 520-Video Analysis Project Students design, plan and implement a KTIP Lesson in their respective content areas. The lesson is video recorded and the students reflect upon specific aspects of their teaching to develop a professional growth plan.
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Instrument 2	EDU 522-Unit Plan Students design, plan and implement a 5-7 day unit plan that includes specific techniques of differentiation of instruction.
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Instrument 3	EDU 522-Students develop and plan a peer professional development session on a research-based effective teaching strategy.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students will be able to effectively assess student progress in the classroom

Instrument 1	EDU 570- Students develop, plan, and implement a peer professional development session on an aspect of student assessment and provide feedback to their peers' presentations on student assessment.
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Instrument 2	EDU 570-Students research student assessments administered in the State of Kentucky and analyze data from recent school's report cards published by the Kentucky State Department of Education.
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Instrument 3	EDU 589-Students develop, plan and implement a teacher work sample.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students will be able to effectively manage daily classroom activities

Instrument 1	EDU 520-Students participate in a discussion board reflecting on readings of research based effective teaching techniques, classroom management techniques, and developing classroom procedures.
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Instrument 2	EDU 520-Students develop a procedure video highlighting instruction and practice on a common classroom procedure.
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Instrument 3	EDU 520-Students research and present the work of various educational behaviorists as their work applies to classroom management.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The action and follow up items for this program entail the implementation of greater student supports for their development and conceptualization of critical teaching practices.



Student Learning Outcome 1

Student Learning Outcome	Students will be able to design, plan, and implement effective instruction in their respective content areas.		
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>Video Analysis Project RUBRIC- Students design, plan and implement a KTIP Lesson in their respective content areas. The lesson is video recorded and the students reflect upon specific aspects of their teaching to develop a professional growth plan.</p>		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 520. All students enrolled in fall 2018 (n=9) successfully completed the measurement.		
Measurement Instrument 2	Unit Plan Students design, plan and implement a 5-7 day unit plan that includes specific techniques of differentiation of instruction.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 522. All students enrolled in spring 2019 (n=12) successfully completed the measurement.		
Measurement Instrument 3	Students develop and plan a peer professional development session on a research-based effective teaching strategy.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 520. All students enrolled in fall 2018 (n=9) successfully completed the measurement.		

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.)		
<p>Content in EDU 522 was modified to include a differentiated model lesson so that students could experience an exemplar lesson modified for content, process and product. Content in EDU 520 was modified to include a KTIP model lesson exemplar that incorporated inquiry based instruction in a content area.</p>		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>Students were able to better conceptualize their lesson and unit plans after the implementation of “exemplar” lessons and units during classroom instruction.</p>		

Student Learning Outcome 2

Student Learning Outcome	Students will be able to effectively assess student progress in the classroom		
Measurement Instrument 1	Students develop, plan, and implement a peer professional development session on an aspect of student assessment and provide feedback to their peers' presentations on student assessment.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 570. All students enrolled in winter 2018 (n=5) and spring 2019 (n=5) successfully completed the measurement.		
Measurement Instrument 2	Students research student assessments administered in the State of Kentucky and analyze data from recent school's report cards published by the Kentucky State Department of Education.		
Criteria for Student Success	Students earning a score of 85% or higher on the assignment.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 570. All students enrolled in winter 2018 (n=5) and spring 2019 (n=5) successfully completed the measurement.		
Measurement Instrument 3	Students develop, plan and implement a teacher work sample.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric.		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 589. All students enrolled in fall 2018 (n=3) and spring 2019 (n=1) successfully completed the measurement.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
EDU 570 was modified to include a technology component within the professional development session on assessment. Students were required to use "Go to Meeting" technology to deliver a webinar style professional development.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Students will engage in a reflection activity on the webinar to determine their confidence in implementing technology resources to hone their teaching practice.			

Student Learning Outcome 3

Student Learning Outcome	Students will be able to effectively manage daily classroom activities		
Measurement Instrument 1	Students participate in a discussion board reflecting on readings of research based effective teaching techniques, classroom management techniques, and developing classroom procedures.		
Criteria for Student Success	Students earning a score of 80 out of 100 points on their written responses		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 520. All students enrolled in fall 2018 (n=9) successfully completed the measurement.		
Measurement Instrument 2	Students develop a procedure video highlighting instruction and practice on a common classroom procedure.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 520. All students enrolled in fall 2018 (n=9) successfully completed the measurement.		
Measurement Instrument 3	Students research and present the work of various educational behaviorists as their work applies to classroom management.		
Criteria for Student Success	Students earning a score of 77% or higher on the rubric		
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods	All students enrolled in the MAT program complete this assessment during EDU 520. All students enrolled in fall 2018 (n=9) successfully completed the measurement.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Students wrote a reflection paper on rank ordering educational behaviorists on a continuum to determine which theorists espoused the most structure to the least structure in the classroom. They also justify which theorists they most identify with at this point in their teaching careers.			

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

Students will be surveyed to determine their perceived self-efficacy with classroom management and will also complete a professional growth plan for this aspect of teaching.