|  |
| --- |
| **Assurance of Student Learning Report****2022-2023** |
| College of Education and Behavioral Sciences | School of Teacher Education |
| IECE MAT - #0460  |
| Sue Keesey, Director |
| ***Is this an online program***? [ ]  Yes [x]  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 **Assessment Cycle)** |

|  |
| --- |
| **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 apply their elementary education content knowledge to develop and teach an effective whole class lesson.  |
| **Instrument 1** | Direct: CAEP Key Assessment 6: Design for Instruction (scored by rubric) |
| **Instrument 2** | Direct: CAEP Key Assessment 7: Teacher Work Sample (scored by rubric) |
| **Instrument 3** |  |
| **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 analyze assessment data to drive instruction and improve student outcomes. |
| **Instrument 1** | Direct: CAEP Key Assessment 5A: Learning Goals & Pre/Post Assessment (scored by rubric) |
| **Instrument 2** | Direct: CAEP Key Assessment 5B: Analysis of Student Learning (scored by rubric) |
| **Instrument 3** |  |
| **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 demonstrate the content knowledge and pedagogy necessary to be a teacher. |
| **Instrument 1** | Proprietary Assessment (Direct): Interdisciplinary Early Childhood Ed. (birth to primary) -- PRAXIS |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **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.)**  |
| This analysis demonstrates program effectiveness in the Praxis exam. Moving forward, we will collect key assessment data in designated courses. Data will be retained in Anthology within the assigned course.This past year, no key assessment data was collected for the IECE MAT. This program has gone through a revision. Thus, the only data at this point that we have to share is the Praxis IECE data.\*NOTE: Our SLOs were developed before the CourseLeaf system was put in place. |

|  |
| --- |
| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Students will apply their elementary education content knowledge to develop and teach an effective whole class lesson. |
| **Measurement Instrument 1**  | Direct: Key Assessment 6: Design for InstructionThis 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, the classroom environment, teaching methods, and students’ prior knowledge to determine the most effective strategy of instruction.**Fall 22:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| DI1 |  |  |  |  |
| DI2 |  |  |  |  |
| DI3 |  |  |  |  |
| DI4 |  |  |  |  |
| DI5 |  |  |  |  |

**Spring 23:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| DI1 |  |  |  |  |
| DI2 |  |  |  |  |
| DI3 |  |  |  |  |
| DI4 |  |  |  |  |
| DI5 |  |  |  |  |

 |
| **Criteria for Student Success** | Average score of 3 out of 4 on the Key Assessment rubric. (4 indicators)The overall success rate for all students on the Design for Instruction Key Assessment will be no less than 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. |
| **Program Success Target for this Measurement** | 80% of or more students will score an average of 3 out of 4 on each of the Key Assessment rubric indicators. | **Percent of Program Achieving Target** | **NOT MET: Data have not yet been collected with this new data collection plan.** |
| **Methods**  | For the 2023-2024 school year:Data will be collected each year as part of IECE 523. Faculty will evaluate 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, the students will 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. |
| **Measurement Instrument 2** | Direct: Key Assessment 7: Teacher Work SampleThis 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. Fall 22:N=

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| UGA1 |  |  |  |  |
| UGA2 |  |  |  |  |
| UGA3 |  |  |  |  |
| DI1 |  |  |  |  |
| DI2 |  |  |  |  |
| DI3 |  |  |  |  |
| DI4 |  |  |  |  |
| DI5 |  |  |  |  |
| ASL1 |  |  |  |  |
| ASL2 |  |  |  |  |
| ASL3 |  |  |  |  |
| ASL4 |  |  |  |  |

Spring 2023:N=

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| UGA1 |  |  |  |  |
| UGA2 |  |  |  |  |
| UGA3 |  |  |  |  |
| DI1 |  |  |  |  |
| DI2 |  |  |  |  |
| DI3 |  |  |  |  |
| DI4 |  |  |  |  |
| DI5 |  |  |  |  |
| ASL1 |  |  |  |  |
| ASL2 |  |  |  |  |
| ASL3 |  |  |  |  |
| ASL4 |  |  |  |  |

 |
| **Criteria for Student Success** | Students must pass in order to receive teaching credentials. A passing score is an overall score of 85% or higher on the Teacher Work Sample.The overall success rate for success rate for all students on holistic score the Teacher Work Sample will be 100% scoring 2 or above and, at least 70% of the students scoring 3 or higher out of 4 possible points on the rubric; the target success rate is 80% or higher for students to score no less than 3 of 4 points on each of the 12 Teacher Work Sample indicators. |
| **Program Success Target for this Measurement** | 95% of students will score no lower than an average of 2 out of 4 holistic rubric points on the Key Assessment rubric and the individual rubric dimension indicators average score across all students will be 3 out of 4 at a rate 70% or higher. | **Percent of Program Achieving Target** | **NOT MET: Data were not collected this school year as the data collection plan has changed.** |
| **Methods** | For 2023-2024:This capstone project is a requirement of the IECE 524 course, which all students take during their student teaching semester, their final semester. All students will design a unit of instruction including pre- & post-test, lessons, formative assessments, differentiated instruction, and analysis of student learning. |
| **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 1.** | **Met** | **Not Met****Data were not collected as the data collection plan changed.** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Design for Instruction and Reflection on Teaching are three of the five indicators that our students were to have performed on were not collected but will begin in data collection for 2023-2024. We will monitor this progress but have seen an increase in performance. The approach to teaching students about Design for Instruction is in constant reflection. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| Our follow-up will begin immediately, Fall 2023, as we are using these assessments in our courses and need to enact measures to better prepare our students. We will pay special attention to indicators that our Special Ed. And ELED majors struggle with:

|  |
| --- |
| DI 3: Cognitive Engagement |
| DI 4: Formative Assessment |
| DI 5: Differentiation |

We have also revised the Teacher Work Sample and the 2023-2024 data will reflect these revisions. |
|

|  |
| --- |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again. Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.This will be assessed each semester – Fall 2023 and Spring 2024. IECE 523 and IECE 524 are contributing courses to the data collection in this assessment cycle plan. The artifacts that will be collected are the rubric scores. |

 |

|  |
| --- |
| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Students will analyze assessment data to drive instruction and improve student outcomes. |
| **Measurement Instrument 1** | Direct: Key Assessment 5A: Learning Goals & Pre/Post AssessmentThis Key Assessment requires all teacher candidates to demonstrate their ability to set learning targets and design assessments that align to the content standards. Fall 2022:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| UGA1 |  |  |  |  |
| UGA2 |  |  |  |  |
| UGA3 |  |  |  |  |

Spring 2023:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| UGA1 |  |  |  |  |
| UGA2 |  |  |  |  |
| UGA3 |  |  |  |  |

 |
| **Criteria for Student Success** | The overall success rate for all students on the Learning Goals & Pre/Post Assessment will be no less 80% scoring a 3 of 4 points on each of nine rubric categories, and no average score across all students in any indicator is less than 3.0. |
| **Program Success Target for this Measurement** | 80% of students will score a 3 or 4 of 4 points on the Key Assessment rubric and on no individual rubric dimension will the average score across all students be less than 3.0. | **Percent of Program Achieving Target** | **NOT MET:****Data were not collected as the data collection plan changed.** |
| **Methods**  | Data will be collected each year as part of IECE 523. Faculty evaluate this instrument, which requires students to create two learning goals aligned to state standards that reflect the needs of the students in the classroom and the content to be taught. They will also create a summative assessment to give to 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.  |
| **Measurement Instrument 2** | Direct: Key Assessment 5B: Analysis of Student LearningThis Key Assessment requires all teacher candidates to demonstrate their ability to analyze assessment data to measure student learning. Fall 2022:N=

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| ASL1 |  |  |  |  |
| ASL2 |  |  |  |  |
| ASL3 |  |  |  |  |
| ASL4 |  |  |  |  |

Spring 2023:N=

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | 1 | 2 | 3 | 4 |
| ASL1 |  |  |  |  |
| ASL2 |  |  |  |  |
| ASL3 |  |  |  |  |
| ASL4 |  |  |  |  |

 |
| **Criteria for Student Success** | The overall success rate for success rate for all students on Analysis of Student Learning will be no less 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. |
| **Program Success Target for this Measurement** | 80% of students will score a 3 or 4 on the Key Assessment rubric and on no individual rubric dimension will the average score across all students be less than 3.0. | **Percent of Program Achieving Target** | **NOT MET:****Data were not collected as the data collection plan changed.** |
| **Methods** | Data will collected each year as part of IECE 523. As part of the unit of instruction, students use their assessment data from pre- and post-assessments and 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 2.** | **Met** | **Not Met****Data were not collected as the data collection plan changed.** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| Learning Goals & Pre/Post Assessment and Analysis of Student Learning & Reflection of Student Learning are two of the Key Assessments that our students have some mixed results. We will continue to focus on the preparation in our formative instruction in IECE 523 for both of the key assessments to prepare for the Teacher Work Sample and skills assessed in this large assessment. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| **We will meet in early Fall 23 to discuss areas of strength and weakness and determine how to better instruct our students.**

|  |
| --- |
|  |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again. Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.This area is assessed every semester.  |

 |

|  |
| --- |
| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | Students willdemonstrate the content knowledge and pedagogy necessary to be a teacher. |
| **Measurement Instrument 1**  | **DIRECT measure: Praxis Principles of Learning and Teaching (PLT) K–6**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. |
| **Criteria for Student Success** | The overall success rate for all students on the Praxis IECE Exam will be no less than 95%, and on each Praxis Content Category, students will earn an average of at least 70% of the available points.The Content Categories are:* Growth and Development of Young Children Across the Spectrum of Development
* Educational and Service Requirements for Children with a Range of Abilities and Special Needs
* Curriculum, Instruction, and Assessment for Young Children
* Play and Learning Environment for Young Children
* Collaboration with Families and Colleagues
* Professionalism and Growth through Professional Development
 |
| **Program Success Target for this Measurement** | The 2022-2023 data show that \_\_% of student test takers passed the Praxis PLT K-6 exam. On each Content Category, the percentage target 70% of available points was achieved on each of the content categories:* Growth and Development of Young Children Across the Spectrum of Development (76%)
* Educational and Service Requirements for Children with a Range of Abilities and Special Needs (77%)
* Curriculum, Instruction, and Assessment for Young Children (81%)
* Play and Learning Environment for Young Children (81%)
* Collaboration with Families and Colleagues (84%)
* Professionalism and Growth through Professional Development (84%)
 | **Percent of Program Achieving Target** | **MET:****94% of students passed the PRAXIS exam and** **ALL of the indicators had greater than 70% success rate** |
| **Methods**  | Teacher candidates complete the IECE Praxis at an approved testing site. Proper identification is required and stringent testing protocol is followed. This is a timed, computer-based standardized test. It includes both grade- specific and general knowledge about teaching questions. Not all questions are scored as several are used for norming to develop future questions. Scores are reported directly to WKU. |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **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 1.** | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| We will continue to work with our students to prepare them in the areas of IECE Praxis content that they need to be more robust in their content areas: |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We will talk with Jeremy Logsdon about coordinating with the Center for Literacy for supporting students in prepping for Praxis II. |
|

|  |
| --- |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again. Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.This will be assessed again in Fall-Spring-Summer 2023-2024. Collect Praxis II data. |

 |

New SLO Curriculum and Assessment Structure to roll out 2023-2024:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| [EDFN 500](https://catalog.wku.edu/search/?P=EDFN%20500) |  |  |  |  |  |  |  |  |
| [IECE 520](https://catalog.wku.edu/search/?P=IECE%20520) |  |  |  |  |  |  |  |  |
| [IECE 522](https://catalog.wku.edu/search/?P=IECE%20522) |  |  |  |  |  |  |  |  |
| [IECE 423G](https://catalog.wku.edu/search/?P=IECE%20423G) |  | R |  | R | [R (assess)](https://docs.google.com/document/d/1RsHCaMq2RG7icICeZRadmV4CuJoOcL68/edit) | R |  |  |
| [IECE 521](https://catalog.wku.edu/search/?P=IECE%20521) |  |  |  |  |  |  |  |  |
| [SLP 517](https://catalog.wku.edu/search/?P=SLP%20517) |  |  |  |  |  |  |  |  |
| [SPED 523](https://catalog.wku.edu/search/?P=SPED%20523) |  |  |  |  |  |  |  |  |
| [IECE 525](https://catalog.wku.edu/search/?P=IECE%20525) |  |  |  |  |  |  |  |  |
| [IECE 523](https://catalog.wku.edu/search/?P=IECE%20523) |  |  |  | [Key Assessment 5A, 6, and 5B](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 5A, 6, and 5B](https://sites.google.com/view/wkutws/pre-student-teaching) |  |  |  |
| [IECE 524](https://catalog.wku.edu/search/?P=IECE%20524) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) | [Key Assessment 7 ( 3 parts: 5A, 6, and 5B)](https://sites.google.com/view/wkutws/pre-student-teaching) |

Rubrics:

**Key Assessment 5A and TWS Rubric for Key Assessment 7 for Section 1:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Proficient** | **Exemplary\*** |
| **UGA 1: Unit Goals**KTPS: 1, 4, 5 | More than one item is incomplete. | One item is incomplete. | Unit goals are clear with learning outcomes stated in behavioral terms, challenging Bloom’s levels, and appropriate for standards and the consideration of students and learners at different levels. | Cites sources to support the appropriateness of learning goals. |
| **UGA 2:  Contextual Factors**KTPS: 2, 7, 8 | Contextual factors are briefly described with minimal implications. | Contextual factors are thoroughly described with 1 important implication per factor. | Thoroughly described contextual factors and implications.  Each section has 2 or more important implications for the unit.  | Cites data and sources to support contextual factor information and implications. |
| **UGA 3: Pre/Post Assessment**KTPS: 1, 4, 5, 6 | More than one item is incomplete. | One item is incomplete. | Pre/post assessment aligned to learning goals, standards, and Bloom’s level.  Appropriate for the grade level. Includes 2 or more assessment types, mastery levels, and scoring tools. | Provides thorough written justification with evidence that the assessment design is reliable and valid.  Insert your justification below your pre/post-test table. |

**Key Assessment 6 and TWS Rubric for Key Assessment 7 for Section 2:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Proficient** | **Exemplary\*** |
| **DI 1:  Alignment**KTPS 1, 2, 3, 4, 5, 6, 7  | Misalignment in more than 1 area.  | Misalignment in 1 area.Some omissions or errors.  | Unit goals, lesson objectives, targets, Bloom’s levels, strategies, and assessments are in complete alignment. | Visual created that demonstrates complete alignment among all instructional parts. |
| **DI 2: Content**KTPS 4,5,7,8 | Activity-driven instruction;  included minimal content. | Content included but not the focus of lessons;  some omissions or errors.  | Content-driven instruction; content is accurate,  adequately defined, and scaffolds learners toward attainment of the Unit Goals. | Content-driven instruction; content is in-depth, accurate, clearly defined,  and skillfully scaffolded learners toward attainment of the Unit Goals.  Cite research-based sources. |
| **DI 3:  Cognitive Engagement**KTPS 1, 2, 3, 4, 5, 6, 7, 8 | Not fully addressing more than 1 area of engagement | Not fully addressing 1 area of engagement in daily plans | Students are actively involved in high-level thinking tasks, real-world learning, using technology, and a variety of tasks and assessments, as appropriate. Appropriate transitions among strategies.  | Engagement tasks are defended by explaining and citing multiple sources of research-based strategies and assessments. Smooth transitions among strategies.  |
| **DI 4: Formative Assessment**KTPS 6,7 | Formative assessments included but do not meet validity and reliability standards.  | Noted formative assessments; limited variety; most assessments are valid and/or reliable tools with which to document progress toward mastery of the Unit Goals.  | Included and adequately described the use of multiple formative assessments; sufficient variety across lessons; assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals.  | Included and fully described the use of multiple formative assessments; significantly variety across lessons; all assessments are valid and reliable tools with which to document progress toward mastery of the Unit Goals. Cite research-based sources. |
| **DI 5:  Differentiation**KTPS 1, 2, 3, 4, 5, 6, 7, 8 | Minimal efforts to differentiate | Several examples of differentiation | Pre-assessment data and contextual factors are utilized to effectively differentiate daily lesson plans by considering student interests, learning preferences, readiness, and learning environment. | Differentiation methods are defended by explaining and citing multiple sources of research-based techniques. |

**Key Assessment 5B and TWS Rubric for Key Assessment 7 for Section 3:**

|  |
| --- |
| **Analysis of Student Performance and Reflection of Teaching** |
| **Criteria** | **Beginning** | **Developing** | **Proficient** | **Exemplary** |
| **ASL 1****Visual Representation of Student Performance**KTPS 1, 2, 6 | Missing 2 or more visual representations or visualsdo not clearly or accurately communicate data | All graphs included with minor errors.  | Sophisticated use of technology tools to create all 6 graphs/tables that communicate student learning data legibly and accurately. | Developing a unique chart or graph to enhance analysis. |
| **ASL 2****Analysis of Student****Performance Data** KTPS 1, 2, 6 | Minimal or unclear analysis of student performance data. | Some analysis of student performance data | Accurate and logical analysis of the data results to determine the progress of individuals and groups toward learning goals. | Thorough elaboration citing specific and meaningful data beyond the required graphs, data, and student performance. |
| **ASL 3****Instructional Implications from Data/Conclusions** KTPS 1, 2, 5, 6, 7 | Inaccurate conclusions and instructional implications drawn from data or inaccurate data used to draw conclusions. | Some or unclear conclusions and instructional implications drawn from data and reported using both percentages and raw data. | Accurate and meaningful conclusions and instructional implications are drawn from data referencing trends and patterns in student performance and misconceptions of content. | Thorough elaboration and meaningful implications/conclusions drawn beyond the required criteria, referencing a plan for improving instruction. |
| **ASL 4****Identify Teaching Strength and Improvements**KTPS: 1, 2,  9  | Minimal or inaccurate discussions of strengths and improvements. | Some discussion of teacher’s strengths and improvements | Appropriate, logical, and detailed discussion of 1 of the teacher's strengths and 2 improvements as related to student learning.  | Includes extra video clip and/or instructional  examples showing thorough elaboration and meaningful understanding of strengths and how to improve as a teacher. |

**IECE 423G Rubric: Classroom Scenario**

Students in IECE 423 will be assessed on SLO #5 via the following formative assessment. Students will read the attached case study and respond to the reflection questions listed below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 Insufficient | 2 Developing | 3 Proficient | 4 Exemplary |
| Identify: Question 1 | Response is missing significant information that indicates a lack of understanding of needs of students with low-incidence disabilities | Response is missing some nuance that indicates a lack of understanding of needs of students with low-incidence disabilities | Correct response, demonstrates adequate understanding of needs of students with low-incidence disabilities | Thorough response, demonstrates full understanding of needs of students with low-incidence disabilities |
| Evaluate: Question 2 | Unclear evaluation and articulation of student need | Unclear evaluation and/or articulation of student need | Fairly clear evaluation and/or articulation of student need | Clear evaluation and articulation of student need |
| Implement: Question 3 | No clear plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Unclear plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Somewhat feasible and effective plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Feasible and effective plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program |

SLO #5 Identify, evaluation, and implement individualized instruction.