

Certificate Assessment Plan 2012-13

College of Education
University of Florida

K-12 Teaching with
Technology Certificate

College of Education

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K-12 Teaching with Technology

Certificate Program

College of Education

Certificate Assessment Plan

A. Rationale

The K-12 Teaching with Technology graduate certificate program offered through the College of Education is designed to prepare K-12 educators to meaningfully integrate information and communication technology into K-12 classroom to improve educational outcomes. The certificate is designed to appeal to K-12 teachers and educational technologists working within the K-12 arena. This certificate provides students with a theoretical and practical grounding in how to use technology in traditional, blended, and online classrooms. This certificate program will distinguish individuals with the knowledge, skills, and dispositions to be effective educators.

B. Mission

The **K-12 Teaching with Technology** graduate certificate prepares professionals to design technology-enhanced learning environments in the K-12 context. The certificate program is delivered through the School of Teaching and Learning in the College of Education by faculty specializing in Educational Technology. The mission of the certificate program aligns to the School of Teaching and Learning as its mission is to prepare “educational professionals to work in diverse contexts with diverse learners” and supports the College of Education’s mission to “prepare exemplary practitioners” in “teaching, learning and human development.” Finally, the certificate supports the University in its efforts to provide leadership in developing and delivering quality online programs and preparing a 21st century workforce.

C. Student Learning Outcomes (SLOs)

The K-12 Teaching with Technology graduate certificate program’s Student Learning Outcomes are:

1. Students will demonstrate their understanding of the impact of digital media and mobile computing on educational environments and society.
2. Students will use a variety of media and pedagogies to demonstrate their understanding of theory, research and design of blended learning environments.
3. Students will integrate technology into a problem-based unit.
4. Students will integrate the Internet into instructional activities.

D. Assessment Timeline for Certificates

Program: K-12 Teaching with Technology Graduate Certificate

College: College of Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Assessment 4
#1	Digital artifact about online identity and professionalism (EME 5404)			
#2				Blended learning module (EME 6059)
#3			Lesson plan (EME 5207)	
#4		Instructional unit (EME 5207)		

E. Assessment Cycle Chart for Certificates

Program: K-12 Teaching with Technology Graduate Certificate

College: College of Education

Analysis and Interpretation:

Spring (April)

Improvement Actions:

Summer (June)

Dissemination:

Fall (August)

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
#1						x	
#2						x	
#3						x	
#4						x	

F. Methods and Procedures

The faculty involved in the graduate certificate in K-12 Teaching with Technology will review certificate courses and completers conforming to the schedule in Table E above. The courses will be reviewed by examining student produced artifacts using rubrics consistent with evidence-based practices. The artifacts are derived from student assessments and include a digital artifact about online identity and professionalism, a blended learning module, an instructional unit, and a lesson

plan. Also, an exit survey will be administered to certificate completers to ascertain their perceptions of how well the program prepared them to meet SLOs and to collect recommendations for program improvement. As a result of this process, we will make adjustments to our curriculum, change our teaching methods, and continuously improve our coursework to meet student needs and the demands of the workforce. This process will be executed in a two year rotation beginning with the 2014-2015 academic year.

G. Assessment Oversight

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