M.Ed. in Elementary Education Academic Assessment Plan

College of Education
Suzy Colvin
scolvin@coe.ufl.edu

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Academic Assessment Plan for M.Ed. in Elementary Education
College of Education

A. Mission

The School of Teaching and Learning departmental mission is "*to create and promote new knowledge and understandings about teaching and learning for the purpose of a just, compassionate, and informed citizenry. Using innovative, evidence-based practice and theory, faculty prepare and develop humane teachers, scholars, and other educational professionals to work in diverse contexts with diverse learners.*" The departmental mission aligns directly with the mission of the University of Florida as laid out in the Strategic Plan of the State Board of Governors: "*The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas.*"

In support of both the institutional and departmental mission, the aim of the Unified Elementary ProTeach program is "*to develop future elementary teachers from diverse backgrounds to address the societal and educational demands of our youth and communities,*" and to, "*...prepare educators who are capable of creating and maintaining supportive and productive classrooms for diverse student populations, working collaboratively with school personnel, families, and members of the community to develop innovative and alternative ways of educating all children, including those who present unique instructional and behavioral challenges.*"

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will demonstrate mastery of research-based knowledge of best practices of teaching and learning in elementary education.	As part of program completion, students will take the Professional Education and Subject Area components of the *Florida Teacher Certification Exam*. The Florida Department of Education administers and scores these exams and reports data by program to the College of Education's Office of Student Services. Instructor ratings of course assignments aligned with the Florida Educator Accomplished Practices (FEAPs) are recorded in the College of Education Educator Assessment System (EAS). Students will meet expectations on FEAP assignments as indicated in the EAS.	Campus
Skills	The student will use knowledge of teaching and learning to organize instruction, develop and apply appropriate inclusive teaching practices for elementary education, evaluate the impact of instruction on student learning, and create a positive learning environment.	Field Based Supervisor and University Based Supervisor will provide a summative evaluation of the graduate internship as measured by the *Student Teaching Performance Evaluation* instrument on which all skills are evaluated as "unsatisfactory," "developing," "accomplished" or "exceptional." The expectation is that students will achieve an overall evaluation of accomplished or exceptional.	Campus
Professional Behavior	The student will collaborate with other professionals, reflect upon and research his or her own practice, and demonstrate a sense of efficacy and ethical practice.	University-Based Supervisor and Field-Based Supervisor for the graduate internship will evaluate professional behavior in the final semester of the internship as measured by Section 6 (Teacher Professionalism) on the *Student Teaching Performance Evaluation* instrument. The expectation is that students will achieve an overall evaluation of "accomplished" on Section 6. Students inquiry project and presentation is evaluated using the *Inquiry Rubric* and are expected to achieve "Satisfactory" or better.	Campus

C. Research

Students are introduced to research in the first semester in the program in their junior year. They expand their knowledge of and engagement in research each subsequent semester culminating in a yearlong semester inquiry in their final year of the program during their yearlong internship in elementary classrooms. The goal of the research students are engaged in is primarily to ascertain their impact they have on student learning through implementation of various instructional techniques as well as to determine what they have learned themselves about how students learn as a result of implementation and observation during implementation of various interventions. The research takes the form of inquiry or action research in which students develop a question, determine an action plan as well as a plan for data collection, collect and analyze data, and summarize and draw conclusions and possible implications from the data. To scaffold the experience, students are provided a research question in their first semester, "How can I form positive relationships with diverse learners in order to effectively teach diverse learners?" There is some flexibility as to how the student pursues investigating the question and collecting data. Students have individualized plans as to how they will pursue their research under the guidance of a faculty advisor. Once data is collected, it is analyzed and interpreted which culminates in a presentation of their findings through a poster session.

Each subsequent semester students build on what they have learned from the research conducted in previous semesters to formulate new research questions. By the third and 4th semester of the program, students are taught how to develop their own research questions beginning with what they "wonder about" then transforming their wondering to a question that can be tested and lead to data collection and analysis. Most of the questions and data collection at this point focus on one teaching technique or one child selected by each student. Findings are presented at the end of the semester *Inquiry Showcase* where student share their data and findings with each other and with teachers within the community.

The final research experience for students occurs in their fifth year - the graduate year. All students complete a full-year internship in elementary classrooms. While in the classroom, they develop a research question to investigate throughout the year using data collected in their own classrooms as well as research from the literature to determine their findings and possible implications of their findings. Most of the research is qualitative in nature although students may select a more quantitative study for which we would obtain the resources to statistically analyze their data. Again their research is presented at the *Inquiry Showcase* for students and teachers and evaluated using the *Inquiry Rubric*.

D. Assessment Timeline

Program M.Ed. in Elementary Education   College of Education

Assessment / SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Each Semester *EAS: FEAPs*	End of Bachelor's Subject-Area Portion of *Florida Teacher Certification Examination*	End of Master's or Post Baccalaureate Professional Education Portion of *Florida Teacher Certification Examination*
Skills			
#2	Each Semester *EAS: FEAPs*	End of Internship *Student Teaching Evaluation*	
Professional Behavior			
#3	Semester 1 & final semester *EAS: FEAPs*	End of Internship *Student Teaching Evaluation*	Inquiry Presentation at Inquiry Showcase *Inquiry Rubric*

E. Assessment Cycle

Assessment Cycle for:
Program M.Ed. in Elementary Education   College of Education
Analysis and Interpretation: Completed by Oct. 1
Program Modifications: Completed by March 1
Dissemination: Completed by April 1

Year / SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	√	√	√	√	√	√
Skills						
#2	√	√	√	√	√	√
Professional Behavior						
#3	√	√	√	√	√	√

F. Measurement Tools

SLO's are assessed utilizing a variety of tools. Tools for assessing content knowledge primarily include class examinations, demonstrations, presentations, and papers produced as part of required coursework.

Tools for assessing skills primarily involve utilization of observation instruments such as the *Student Teaching Performance Evaluation*. (Appendix 1)

And finally tools for assessing professional behavior include observational records and reports of professional behavior, surveys such as a teacher efficacy survey administered during the internship and at the end of the internship, and written self reflections produced through paper-pencil or online venues.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Suzy Colvin & Elizabeth Bondy	School of Teaching and Learning	scolvin@coe.ufl.edu	273-4218
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Student Teaching Performance Evaluation

Rating: | Unsatisfactory ① | Developing ② | Accomplished ③ | Exceptional ④

① ② ③ ④

FEAP 6: Professional Responsibility & Conduct

6a. The effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida ○ ○ ○ ○

Part 2: UF Teacher Professionalism Indicators ① ② ③ ④

As a professional, the effective educator:

	①	②	③	④
2.1 Reflects on the extent to which learning goals were met and how instruction can be changed to facilitate learning	○	○	○	○
2.2 Demonstrates a sense of efficacy	○	○	○	○
2.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	○	○	○	○
2.4 Demonstrates initiative and self-reliance	○	○	○	○
2.5 Demonstrates enthusiasm for teaching	○	○	○	○
2.6 Demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance)	○	○	○	○
2.7 Demonstrates responsibility for maintaining accurate student records and other important information	○	○	○	○
2.8 Is punctual	○	○	○	○
2.9 Presents a professional appearance in dress, grooming, attitude, and demeanor	○	○	○	○
● OVERALL DOMAIN RATING:	○	○	○	○

Comments:

Signature: _____ Date: ___ / ___ / ___

Please return completed form to:
UNIVERSITY OF FLORIDA, COLLEGE OF EDUCATION, STUDENT SERVICES, G-416 NORMAN HALL
PO BOX 117042, GAINESVILLE, FL 32611-7042

UF | UNIVERSITY of FLORIDA | College of Education

Student Teaching Evaluation

Candidate Name (Last, First): _____ UFID: _____
Submitted by (Check One): ○ Directing Teacher   ○ UF Supervisor   ○ Other: _____
Name of Evaluator: _____ Placement Location and Grade Level(s): _____

This form is to serve as a permanent record of the summative evaluation of a teacher candidate's performance and demonstration of competence on the Florida Educator Accomplished Practices as part of the culminating field experience. Please rate the candidate's performance on each indicator, as well as an overall domain rating, when applicable.

Unsatisfactory ①	Developing ②	Accomplished ③	Exceptional ④
The candidate demonstrates little knowledge of this practice. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate is developing this practice. The candidate requires coaching and supervision to implement this skill in the practical setting.	The candidate usually demonstrates this practice. The candidate is independent in routine situations with minimal to no supervision required.	The candidate consistently demonstrates this practice in a practical setting. The candidate can modify and implement this skill in alternative situations with minimal to no supervision required.

Part 1: Florida Educator Accomplished Practices (FEAP)

FEAP1: Instructional Design and Planning
Applying concepts from human development and learning theories, the effective educator consistently: ① ② ③ ④

	①	②	③	④
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor	○	○	○	○
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge	○	○	○	○
1c. Designs instruction for students to achieve mastery	○	○	○	○
1d. Selects appropriate formative assessments to monitor learning	○	○	○	○
1e. Uses diagnostic student data to plan lessons	○	○	○	○
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	○	○	○	○
● OVERALL FEAP 1 RATING:	○	○	○	○

Rating: Unsatisfactory ① Developing ② Accomplished ③ Exceptional ④

Rating: Unsatisfactory ① Developing ② Accomplished ③ Exceptional ④

① ② ③ ④

FEAP 2: The Learning Environment
To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

	①	②	③	④
2a. Organizes, allocates, and manages the resources of time, space, and attention	○	○	○	○
2b. Manages individual and class behaviors through a well-planned management system	○	○	○	○
2c. Conveys high expectations to all students	○	○	○	○
2d. Respects students' cultural, linguistic and family background	○	○	○	○
2e. Models clear, acceptable oral and written communication skill	○	○	○	○
2f. Maintains a climate of openness, inquiry, fairness and support	○	○	○	○
2g. Integrates current information & communication technologies	○	○	○	○
2h. Adapts the learning environment to accommodate the differing needs and diversity of students	○	○	○	○
2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals	○	○	○	○
● OVERALL FEAP 2 RATING:	○	○	○	○

① ② ③ ④

FEAP 3: Instructional Delivery and Facilitation
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

	①	②	③	④
3a. Deliver engaging and challenging lessons	○	○	○	○
3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter	○	○	○	○
3c. Identify gaps in students' subject matter knowledge	○	○	○	○
3d. Modify instruction to respond to preconceptions or misconceptions	○	○	○	○
3e. Relate & integrate the subject matter with other disciplines and life experiences	○	○	○	○
3f. Employ higher-order questioning techniques	○	○	○	○
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	○	○	○	○
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student	○	○	○	○
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	○	○	○	○
3j. Utilize student feedback to monitor instructional needs & to adjust instruction	○	○	○	○
● OVERALL FEAP 3 RATING:	○	○	○	○

① ② ③ ④

FEAP 4: Assessment
The effective educator:

	①	②	③	④
4a. Analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs	○	○	○	○
4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	○	○	○	○
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains	○	○	○	○
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	○	○	○	○
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s)	○	○	○	○
4f. Applies technology to organize and integrate assessment information	○	○	○	○
● OVERALL FEAP 4 RATING:	○	○	○	○

① ② ③ ④

FEAP 5: Continuous Professional Development
The effective educator:

	①	②	③	④
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	○	○	○	○
5b. Examines and uses data-informed research to improve instruction and student achievement	○	○	○	○
5c. Uses a variety of data independently & in collaboration w/ colleagues, to evaluate learning outcomes adjust planning & continuously improve effectiveness of the lessons	○	○	○	○
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement	○	○	○	○
5e. Engages in targeted professional growth opportunities & reflective practices, both independently & in collaboration w/ colleagues	○	○	○	○
5f. Implements knowledge and skills learned in professional development in the teaching and learning process	○	○	○	○
● OVERALL FEAP 5 RATING:	○	○	○	○

9 Graduate Academic Assessment Plan – M.Ed. in Elementary Education

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Graduate Academic Assessment Plan – M.Ed. in Elementary Education

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				