

M.Ed. in English Education Academic Assessment Plan

College of Education
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.Ed. in English Education

College of Education

A. Mission

The English Education program at the University of Florida is dedicated to the preparation of exemplary practitioners and scholars who understand the role of language, texts, and culture in education and the importance of assisting all students in developing the literacy skills they need to have productive, insightful, and meaningful lives as participants in a democratic society.

Our mission is aligned with the mission of the University of Florida to nurture “generations of young people from diverse backgrounds to address the needs of the world’s societies” and to support students “in the creation of new knowledge and the pursuit of new ideas.” We also work to “foster multi-cultural skills and perspectives” in our teaching and research.

We align with the mission of the College of Education in our work to prepare exemplary practitioners and scholars who will contribute to solving “critical educational and human problems in a diverse global community.”

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 general and specific subject area best practices of teaching and learning.	Students will achieve a passing score on the Professional Education Component and English Language Arts Subject Area test of the Florida Teacher Certification Exam (FTCE) administered and scored by the Florida Department of Education.	Campus
Skills	The student will use knowledge of teaching and learning to organize content for instruction, develop and apply appropriate inclusive teaching practices, evaluate the impact of instruction on student learning, and create a positive learning environment.	Students will meet expectations on the summative Student Teaching Performance Evaluation instrument completed by the student’s Field Based Supervisor and University Based Supervisor at the culmination of the graduate field experience.	Campus
Professional Behavior	The student will collaborate with other professionals, reflect upon his or her own practice, and demonstrate a sense of efficacy and ethical practice.	Students will meet expectations on Section IV: Teacher Professionalism of the Student Teaching Performance Evaluation instrument completed by the student’s Field Based Supervisor and University Based Supervisor at the culmination of the graduate field experience.	Campus

C. Research

The M. Ed program in English Education is an initial certification program. Though not focused on development of research scholars, the program requires multiple research activities and projects that include the analysis of classroom data, such as student work and curricular materials. Students complete individual inquiry projects each spring.

D. Assessment Timeline

Program: M.Ed. in English Education

College: Education

Assessment	Assessment 1	Assessment 2
SLOs		
Knowledge		
#1	FTCE Professional Education Exam (by program completion)	FCTE Subject Area Examination (by program completion)
Skills		
#2	Student Teaching Performance Evaluation – University Supervisor (during internship)	Student Teaching Performance Evaluation – Field-Based Supervisor (during internship)
Professional Behavior		
#3	Teacher Professionalism Section of Student Teaching Evaluation– University Supervisor (during internship)	Teacher Professionalism Section of Student Teaching Evaluation– Field-Based Supervisor (during internship)

E. Assessment Cycle

Program: M.Ed. in English Education College: Education

Analysis and Interpretation:

By September 30

Program Modifications:

Completed by ____ September 30 ____

Dissemination:

Completed by ____ September 30 ____

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

F. Measurement Tools

SLO 1: **Content Knowledge** mastery of each student is measured using the State of Florida Teacher Certification Exam (required for professional teacher certification). This exam consists of three parts: General Knowledge (GK), Professional Education (PE) and subject area examinations. Passing scores are required on all 3 parts of the examination. See <http://www.fl.nesinc.com/index.asp> for additional information.

SLO 2 and SLO 3: **Skills** and **Professional Behavior** are both measured using the College of Education Student Teaching Performance Evaluation Instrument (Appendix 1). This instrument is aligned with mandated State of Florida Educator Accomplished Practices (<http://www.fldoe.org/profdev/FEAPs>) and a copy of this instrument is included with this assessment plan. The instrument is completed by each student's University Supervisor and Field Supervisor (Directing Teacher) at the conclusion of the spring internship experience and students must receive satisfactory scores on all components of the assessment instrument.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Barbara Pace	School of Teaching and Learning	pace@ufl.edu	273-4224
Jane Townsend	School of Teaching and Learning	jst@coe.ulf.edu	273-4234
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)

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

1 2 3 4

Part 2: UF Teacher Professionalism Indicators

As a professional, the effective educator:

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:

1 2 3 4

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 Student Teaching Evaluation 4



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 Developing Accomplished Exceptional

1

2

3

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

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:

1 2 3 4

UF Student Teaching Evaluation 1

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:

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

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:

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

Rating: Unsatisfactory (1) Developing (2) Accomplished (3) Exceptional (4)

1 2 3 4

FEAP 4: Assessment

The effective educator:

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

1 2 3 4

FEAP 5: Continuous Professional Development

The effective educator:

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

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

Related resources are found at <http://www.ua.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.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

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				