

2012-2013 Undergraduate Academic Assessment Plan

Early Childhood
Education
(CIP 13.1202) aka
Elementary Education

College of Education

March 2013

Table of Contents

Introduction	2
Mission Statement	2
Student Learning Outcomes (SLOs).....	3
Curriculum Map	4
Assessment Cycle	5
Methods and Procedures	5
SLO Assessment Matrix	6
Assessment Oversight	7
Appendix 1: EDE 4942 Lesson Study Rubric.....	9

Early Childhood Education – Bachelor’s Degree

Undergraduate Academic Assessment Plan

Introduction

The University of Florida has had innovative teacher education programs since the development of the Childhood Education program in the mid-1970’s. In the 1980’s program faculty engaged in a major program restructuring to create one of the first five-year education programs in the country and the only one in the state. Feedback from graduates in the 1980’s and 90’s indicated concerns about meeting the changing needs of the population of school children, specifically children of diverse populations including children with disabilities, of poverty, and from diverse cultural backgrounds. Faculty determined the need to re-conceptualize the elementary and special education teacher preparation programs to create one unified program with a dual emphasis in elementary and special education beginning in 1994. The Unified Elementary ProTeach program (CIP 13.1202) was thus created preparing elementary educators who could serve the diverse needs of elementary students in inclusive classrooms containing students with special learning needs or from linguistically, economically, and culturally diverse backgrounds. Although the College of Education awards a Bachelor’s degree in Early Childhood Education, graduates of the ProTeach program are not recommended for certification to the Florida Department of Education until they have completed the program’s 5th year (Master’s or Post-Baccalaureate).

Mission Statement

The School of Teaching and Learning’s (STL) 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.”

Student Learning Outcomes (SLOs)

<https://catalog.ufl.edu/ugrad/current/education/alc/elementary-and-special-education.aspx>

Content

1. Demonstrate competency in subject matter for grades K - 6 in language arts, social science, mathematics, science, technology, physical education and health and the arts.
2. Create, select and implement: (1) specific learning goals, (2) appropriate teaching methods and instructional materials and (3) evaluation strategies aligned with goals, using knowledge of subject matter, learners and classroom management.

Critical Thinking

3. Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.

Communication

4. Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel.

Curriculum Map

Program: Early Childhood Education (CIP 13.1202)

College: College of Education

Key: Intrduced

Reinforced

Assessed

SLOs	ARE 4314	EDE 4942	EDF 3115	EDF 3514 or 3609	EEX 3070	EEX 3257	EEX 3616	EME 4401	LAE 3005	LAE 4314	MAE 3811	MAE 4310	MUE 3210	RED 3307	RED 4324	SCE 4310	SDS 3440	SSE 4312	TSL 3526
Content Knowledge																			
#1	I R A FTCE Exam			I R A FTCE Exam				I R A FTCE Exam			I	R A FTCE Exam	I R A FTCE Exam	I R A FTCE Exam		R		R	I R A FTCE Exam*
#2		A Pathwise Observation cycle	I		I	R	R		R	R	R	R		R	R	R, A Lesson Study Assessment		R	
Critical Thinking																			
#3		A Pathwise Observation cycle	I		I	R			R	R		R		R	R	R		R	
Communi- cation																			
#4		A Pre-Intern Evaluation			I		R										R - A Family Letter Task		R

*Florida Teacher Certification Examination

Assessment Cycle

Program: Early Childhood Education (CIP 13.1202)

College: College of Education

Analysis and Interpretation:

June-August

Improvement Actions:

Completed by September 1

Dissemination:

Completed by October 1

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		√	√	√	√	√	√
#2		√	√	√	√	√	√
Critical Thinking							
#3		√	√	√	√	√	√
Communication							
#4		√	√	√	√	√	√

Methods and Procedures

The educator preparation unit at the University of Florida instituted in 2008 a Continuous Improvement Plan (CIP) process to serve as an annual evaluation process for programs with the intent of facilitating program changes and improvements in a systematic, data-driven way. The Unit compiles annually a host of data elements regarding candidate performance, program quality, and program operations for faculty to review and analyze in a systematic way in order to make determinations of program quality and the need for modifications. Data include: admissions, candidate ratings of performance on key assignments in coursework and field experiences, student teaching or other culminating internship reports, dispositions reports, exit surveys, graduate and employer satisfaction surveys, and graduation data. The CIP addresses changes and improvements regarding program faculty teaching, research, and service, as well as the learning outcomes of students.

Initially, notebooks containing assessment data were compiled during the summer semester of 2008 and were presented to coordinators for program faculty to review early in the fall semester. Faculty were asked to respond to a set of prompts reflecting planned program changes based on the data included in notebooks or other sources identified by the program. This process was refined in fall of 2009; however, instead of compiling the data in hard copy notebooks, a password protected website was used for this purpose. Program faculty access the website to view program related materials and then complete the CIP. This process is conducted each fall with data collected on an ongoing basis and has now been integrated with the annual SACS reporting cycle and expectations for programs.

Below is the Student Learning Outcomes portion of the 2012 Continuous Improvement Plan for the Early Childhood Education (CIP 13.1202) program.

SLO Assessment Matrix

Student Learning Outcome	Assessment Method	Measurement Procedure
Demonstrate competency in subject matter for grades K - 6 in language arts, social science, mathematics, science, technology, physical education and health and the arts.	Florida Teacher Certification Examination (Elementary K-6) Subject Area Examination	Analysis of competency area to better inform program area for adjustment within curriculum.
Create, select and implement: (1) specific learning goals, (2) appropriate teaching methods and instructional materials and (3) evaluation strategies aligned with goals, using knowledge of subject matter, learners and classroom management.	Educator Assessment System (EAS) tasks: 4 <i>Pathwise</i> Observation Cycles, Lesson Study Assessment	Review of curriculum and placement of EAS tasks and assignments being updated in 2011-2012 in anticipation of revised program to be implemented in 2013 per SBE Rule 6A-5.065
Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.	Educator Assessment System (EAS) tasks (specifically those assigned to EDE 4942): 4 <i>Pathwise</i> Observation Cycles with Reflection Component	Review of curriculum and placement of EAS tasks and assignments being updated in 2011-2012 in anticipation of revised program to be implemented in 2013 per SBE Rule 6A-5.065
Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel.	Educator Assessment System (EAS) tasks: 4 <i>Pathwise</i> Observation Cycles & Pre-Internship Evaluation (EDE 4942) & Family Letter Task (SDS 3420)	Review of curriculum and placement of EAS tasks and assignments being updated in 2011-2012 in anticipation of revised program to be implemented in 2013 per SBE Rule 6A-5.065

Assessment Oversight

Program faculty meets regularly to review Student Learning Outcome expectations and the progress of individual students. At the College level, several groups play key roles in the regular review of Student Learning Outcomes and, more broadly, the Unit Assessment System's execution, evaluation, and improvement. To ensure that the assessment system is being managed with sufficient rigor and attention to detail and that the Unit has an eye to continuous improvement, the Associate Dean of Academic Affairs, the Director of Assessment and Accreditation, and the Assistant Dean for Student Affairs meet weekly to troubleshoot existing issues and plan next steps. The same is also true of the Director of Assessment and Accreditation and the Director of Application Development; weekly meetings are conducted to resolve any issues pertaining to the data management system employed to track student progress also to discuss and plan technological improvements specific to this system.

Other important members of the Unit assessment team include the Program Coordinators Group and the University Council on Teacher Education.

Program Coordinators Group: As the Unit continued preparations for the 2010 national reaccreditation review and more generally made the move toward collaboration across educator preparation programs and continuous improvement, the Program Coordinators Group (PCG) began regular meetings in fall 2008. This group is comprised of program coordinators and school directors of all educator preparation (i.e., National Council for the Accreditation of Teacher Education approved) programs in the Unit, including coordinators of affiliate programs housed outside of the College of Education. In years prior, the Director of Assessment and Accreditation and the Associate Dean of Academic Affairs met on a regular basis with program coordinators and their respective department chairs individually to address issues specific to the program or in "like" groupings (e.g., all secondary programs together, advanced programs together, etc.). These individual or like-program meetings were held to discuss such topics as implications of the State Rule change in 2006, reviews of the alignment of EAS tasks and rating guides to standards, and reviews of candidate ratings over time at the Met with Weakness or Not Met level. Since preparations for the 2010 NCATE/DOE visit, bimonthly meetings of the PCG have been held so coordinators can benefit from collaborating with each other to continuously improve their programs.

UCOTE: University Council on Teacher Education (UCOTE) is another group that serves a key role in the Unit's assessment system generally and more specifically its evaluation and continuous improvement. UCOTE is comprised of key stakeholders from within the university as well as administrators in the local school districts. The mission of UCOTE is to explore and discuss trends, improvements, and possibilities in professional education and to insure that the University of Florida (UF) remains at the forefront of scholarship and practice in educator preparation. UCOTE meets this mission through: (1) developing policies in all unit-wide matters relating to educator-preparation programs; (2) monitoring state and national policies and overseeing how the unit implements state and national accreditation standards; (3) advocating for educator preparation programs in the university and state; (4) creating collaborations among the university, P-12 education partners, and other external state and national education constituencies; (5) promoting collaborations across UF colleges and department especially related to professional educator preparation programs; and (6) working to create and maintain partnerships with public schools, school districts, and other groups that help improve the quality of education and educator preparation in the state.

Specific contact information regarding assessment oversight for the Early Childhood Education program (CIP 13.1202) is as follows:

Name	Affiliation	Contact Information
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Appendix 1: EDE 4942 Lesson Study Rubric

Name _____

Lesson Study Partners _____

Components

- _____ Pathwise Lesson Plan
- _____ Pathwise Reflection
- _____ Explanation of achievement motivation/communication strategies used
- _____ Assessment chart documenting learning of all students
- _____ One to two page analysis of learning of ALL students or paragraph explanations of each student's progress
- _____ Three page summary of your conclusions about teaching, learning, and assessment
- _____ Student work samples (including work from target students)
- _____ Critical Friends note sheets

<i>Lesson Planning and teaching</i>	Significantly below expectations (C or below)	Slightly below expectations (B- to C+)	Meets expectations (B)	A step above (A)
<p>Lesson Plan (content and specificity)</p> <p>6 pts</p>	<p>Omits components; inconsistent links between components; problems in lesson level, quality, interest level, or sequence; Insufficient detail</p>	<p>Good lesson-- clear links between components, clear and logical sequence within the lessons; engaging high interest lessons</p> <p>Needs a bit more detail in specificity of procedures/ decision rationales</p>	<p>Everything to the left plus: Sufficiently detailed so a substitute could teach the lesson AND decisions are well-justified with focus on target students AND lesson includes appropriate higher order objectives/tasks</p>	
<p>Explanation of links to achievement motivation and communication strategies</p> <p>4 pts</p>	<p>Use of strategies linked to achievement motivation/ communication is not evident or limited</p>		<p>Clear evidence/ explanation of varied achievement motivation strategies AND at least two ways for teacher and students to communicate information</p>	
<p>Pathwise Reflection</p> <p>6 pts</p>	<p>Limited reflection; surface level explanations for student progress</p>	<p>Reflection answers all questions but lacks detail</p>	<p>Strong reflection in most categories</p>	<p>Reflection is thorough and explores instructional reasons for student progress</p>

<i>Student Learning Analysis</i>	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
<p>Analysis of learning outcomes</p> <p>16 pts</p>	<p>Vague discussion of learning of children; Does not analyze learning of ALL students; Weak analysis of learning of target students; Evidence doesn't support conclusions</p>	<p>Learning outcomes not clearly linked to objectives; summary and analysis of learning of ALL children; Clear analysis of what was and was not learned; Clear analysis of learning of target students; Evidence supports conclusions</p>	<p>Learning outcomes clearly linked to objectives; Provides summary and analysis of learning of ALL children with clear analysis of what was and was not learned; Clear analysis of learning of target students; Evidence supports conclusions</p>	<p>Everything to the left plus:</p> <p>Summary chart that is well detailed and sufficiently breaks down objectives into sub-skills</p>

<i>Reflective Narrative</i>	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
<p>Conclusions regarding teaching, learning, and assessment</p> <p>16 pts</p>	<p>Vague conclusions or list of many possible conclusions that are not well developed; Lacks specific information about achievement motivation; lacks specific connection to the lesson study process</p>	<p>One or two well developed conclusions about teaching and learning but link to achievement motivation or the lesson study process is not well developed</p>	<p>One or two well developed conclusions about teaching and learning that are clearly linked to what we have learned about achievement motivation</p>	<p>More than two conclusions (about teaching, learning, and assessment) drawn from the lesson study process clearly linked to what we have learned about achievement motivation AND are well developed with clear reference/links to course readings, discussions, and Critical Friends</p>

<i>Collaborative Planning/Analysis</i>	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
<p>Critical Friends Group note sheets</p> <p>2 pts</p>	<p>Missing one or more sheets OR note sheets are sketchy</p>			<p>All note sheets included; notes demonstrate thoughtful collaboration</p>

Lesson Study Key Course Tasks

<p>Task Description: Students will develop, implement, and evaluate a lesson that demonstrates the use of varied communication skills to facilitate student learning. Lesson study project must include: description of varied communication strategies by both teacher and student (e.g. verbal, non-verbal, graphic), all key elements of a lesson plan, clear criteria for judging student learning, analysis of student learning (including analysis of learning of a target child with special learning needs), reflective analysis of teacher learning about student learning.</p>			
Indicator Number & Description:	MET	MET WITH WEAKNESS	NOT MET
<p>2.2 Demonstrates varied communication techniques that promote PK-12 student learning.</p>	<p>Effectively documents the impact of instruction (on student learning) that includes involves varied communication strategies.</p>	<p>Demonstrates the use of varied communication strategies but analysis of evidence of impact on student learning is weak.</p>	<p>Lesson uses only one communication strategies OR criteria for evaluation of student learning are vague or simplistic.</p>
<p>2.3 Communicates high expectations for all PK-12 learning.</p>	<p>Assessment documents learning of every student in relation to key learning objectives. Analysis clearly demonstrates knowledge of similarities and differences in students' mastery of objectives and plans for improving performance for students failing to meet expectations for learning.</p>	<p>Assessment documents learning of every student in relation to key learning objectives and includes plans to enhance mastery of some but not all students.</p>	<p>Assessment fails to document the learning of all students OR analysis includes few if any plans to enhance mastery of objectives for all students.</p>

Final Grade	/50
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