2012-2013 Undergraduate Academic Assessment Plan

Education, Elementary and Special Education (CIP 13.1001) aka Special Education

College of Education

March 2013

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Undergraduate Academic Assessment Plan

Introduction

This document outlines the assessment plan for the Bachelor's degree in Education, Elementary and Special Education (CIP 13.1001) (aka Special Education) in the College of Education, which is the undergraduate portion of the Early Childhood Education program. The Unified Early Childhood (UEC) Program is a five-year teacher preparation program approved by to the Florida Department of Education and the National Council for the Accreditation of Teacher Education and leads to teacher certification in early childhood education. The UEC program is uniquely designed to include study at the undergraduate and graduate levels. Students enter the program as juniors and are tracked from their entrance through completing the program with a Master's degree and into their first year of professional practice.

The upper-division UEC Program discussed in this report prepares students to teach at any preschool level as well as at the prekindergarten and primary levels up to grade three. The program unifies Early Childhood Education and Early Childhood Special Education to prepare professionals to teach all students from birth to grade three including those with disabilities and English Language Learners. The program of study includes coursework that provides a foundation for understanding children's development and learning especially children with disabilities and English Language Learners, assessment, instructional methods, and curriculum. Students who fulfill the outlined requirements will receive the Bachelor's degree in Education, Elementary and Special Education. The general degree does not provide for teacher certification in any of the levels noted above. Students must complete a fifth year of study (Master's or Postbaccalaureate) in this singular program to reap its unique benefits.

Mission Statement

The University of Florida seeks to strengthen the human condition and improve the quality of life for the citizens of Florida, the nation, and the world by pursuing new knowledge and its dissemination while building upon the rich experiences of the past. The University values quality and inclusive public education, leading-edge research, and meaningful outreach and public service as ways to distinguish itself among the finest public universities in the nation. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

The faculty in the Early Childhood studies program recognizes the importance of the three-fold mission of the University and actively seeks to prepare early childhood educators who possess

the competencies to provide for the education and care of a diverse group of children in inclusive early childhood programs. Specifically, the Unified Early Childhood Bachelor's degree considered in this report addresses the design and implementation of culturally sensitive inclusive early education program for young children (birth through age eight). Effective early childhood programs can alter the lives of children, families, and communities that result in academic, social, personal, and economic benefits. Highly qualified teachers play a critical role in ensuring the success of young children in early childhood programs.

Student Learning Outcomes (SLOs)

https://catalog.ufl.edu/ugrad/current/education/ALC/early-childhood-education.aspx

Content

1. Demonstrate competency for children, birth to age 4, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, and safety, mental and physical health.
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 children and developmentally appropriate practices.

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 parents and other school personnel.

Curriculum Map

Program Education, Elementary and Special Education (CIP 13.1001)   College of Education

Key: **I**ntroduced   **R**einforced   **A**ssessed

SLOs	EDF 3122	EDF 3433	EEC 4215	EEX 3012	EEX 3062	EEX 3226	EEX 4754	EEX 4790	EEX 4812	EME 4401	LIN 3710	Additional Assessment
Content Knowledge												
#1	I	R		I		I	I	R	R		I	A Preschool FTCE Exam**
#2	I	I	R		R	R	I	R	A Pre-intern Evaluation	R	I	
Critical Thinking												
#3					A* UFLI Project Week 15		I	R	R			
Communication												
#4				I			R	R	A Pre-intern Evaluation			A Preschool FTCE Exam

*The UFLI Project is conducted throughout the semester. Assessment of critical thinking is done through bi-weekly discussions with instructor about the preservice teacher's evaluation of the data and teaching decisions. The final product is submitted during last week of classes.
**Florida Teacher Certification Examination.

Assessment Cycle

Assessment Cycle for:

Program: Education, Elementary and Special Education (CIP 13.1001)   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 Education, Elementary and Special Education (CIP 13.1001) Bachelor's degree within the Early Childhood Education program.

Student Learning Outcome	Assessment Method	Measurement Procedure
Demonstrate competency for children, birth to age 4, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, and safety, mental and physical health.	Pass the General Knowledge Test and the Preschool Education (Birth - Age 4) Subject Area Test of the Florida Teacher Certification Examination.	Results of analysis of competency area informs the program area about needed adjustments to the 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 children and developmentally appropriate practices.	Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices tasks for indicators (1c, 2c, 2e, 2f, 3i,) *Pathwise* Observation Cycles & Pre-Internship Evaluation.	View 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.	Demonstrate mastery of effective teaching practices by successful completion of the UFLI (University of Florida Literacy Initiative) Project.	View 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 parents and other school personnel.	Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices tasks for indicators (1c, 2c, 2e, 2f, 3i,) *Pathwise* Observation Cycles & Pre-Internship Evaluation.	View 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 Education, Elementary and Special Education Bachelor's degree of the Early Childhood Education program (CIP 13.1001) is as follows:

Name	Affiliation	Contact Information
Hazel Jones, Ph.D.	Program Coordinator, Early Childhood Education Program	hajones@coe.ufl.edu 352-273-4285
Jean Crockett, Ph.D.	Director, School of Special Education, School Psychology, and Early Childhood Studies	crocketj@coe.ufl.edu 352-273-4292
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Appendix 1: Rubric for UFLI Case Study

Midpoint Check

Notebook Requirements	EEX 3062	EDF 3433

1. Pre-Assessments
   − All parts of the Phonological Awareness Assessment and the Phonics Survey have been administered according to guidelines and all score sheets are included
   − All parts of both assessments are marked and scored correctly
	5	20

2. Daily Tutoring Activities
   − Session Log is included with daily UFLI activities listed
   − At least **ten** tutoring sessions have been conducted
   − Session notes are complete and all information is entered correctly
   − At least **one** peer observation has been conducted, if possible
	20	5

3. Student Writing Journal
   − Writing journal entries are included for each tutoring session conducted to this point
   − Entries are labeled with session number and date
 	
(After the midpoint check, you should return these to the student's writing book for the remainder of your tutoring sessions.)
	10	5

4. Report
   − The report includes a description of the student and provides adequate background information
   − The description indicates or describes the student's level of reading ability before tutoring sessions began
	5	5

5. Formatting and Professional Presentation
   − The notebook meets all formatting and arrangement specifications
   − The notebook has been edited for spelling, grammar, and typos
   − The notebook is neat, readable, and presented as a professional artifact
	5	5

Total	45	45
Points earned at the midpoint check will be added to points earned at the final submission to equal 100 points.		

Final Submission

Notebook Requirements	EEX 3062	EDF 3433
1. Points carried over from Midpoint Check − *All items from Midpoint Check remain in the notebook*	45	45

2. Daily Tutoring Activities
    − Session Log is included with daily UFLI activities listed
    − At least **21** tutoring sessions have been conducted
    − Session notes are complete and all information is entered correctly
    − At least **one** peer observation has been conducted
    − Timed Reading Record is completed and included after session notes
    − All items in this section are entered in chronological order
	5	5

3. Student Writing Journal
    − Writing journal entries are included for all tutoring sessions
    − Entries are labeled with session number and date
	5	5

4. Report
    − *The description of the student should remain the same from the midpoint check*
    − Scores for all assessments are reported in easy to understand terms
    − Scores are compared to benchmarks and interpreted based on grade level expectations
    − Strengths and needs are identified and evident from the data
    − At least 5 instructional recommendations are given and described in sufficient detail to indicate knowledge of the skill and how it is effectively taught
	30	30

5. Reflection
    − Reflection is thoughtful, honest, and professional
    − Reflection includes thoughts about the tutoring process and the student's learning
    − Reflection includes a self-assessment and insights on tutor's own learning
	10	10

6. Formatting and Professional Presentation
    − The notebook meets all formatting and arrangement specifications
    − The notebook has been edited for spelling, grammar, and typos
    − The notebook is neat, readable, and presented as a professional artifact
	5	5

Total	100	100