

Certificate Assessment Plan 2012-13

*College of Education
University of Florida*

**K-12 Teaching with
Technology Certificate**

College of Education

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Instructional Design 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	x	x
#2					x	x	x
#3					x	x	x
#4					x	x	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 section 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. See Appendix 1 for sample rubric. 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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Albert Ritzhaupt	Certificate Coordinator, School of Teaching and Learning	aritzhaupt@coe.ufl.edu	352-273-4180
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Appendix 1: Instructional Unit Rubric (EME 5207)

Criteria	Content	Performance*
Project Description	Describe the project in which the students are using technology. For example, you might describe the larger unit within which the project is situated, the targeted students (remember not every student has to be doing the same thing at the same time) and your classroom context. You should also describe why you believe your use of technology is appropriate.	
Standards	State the standards students are meeting through the project. Include Common Core Standards, NETS*S and relevant information about the National Educational Technology Plan, your state plan and the Partnership for 21st Century Skills document	
Artifacts	Provide sample artifacts that students may develop through this project	
Assessment	Describe how you would assess the artifacts. Make sure you are explicitly assessing the standards you identified.	
Analysis	Analyze your plan for student creation with technology using the Technology Integration Matrix. Within what level of adoption do you believe this project falls? What attributes of meaningful learning does it meet? What sorts of issues will you need to be mindful of when implementing this project?	
Design	Project presentation follows basic web design principles.	

* Does not meet expectations

Meets expectations

Exceeds expectations

Figure 1. University of Florida Certificate Assessment Plan Review Rubric

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

Program:

Year:

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Rationale	The Rationale is clear.				
	The value-added for students is clear.				
Mission Statement	The certificate supports the department, college, and university missions.				
Student Learning Outcomes (SLOs)	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
Curriculum Map	The Curriculum Map links SLOs to certificate courses.				
	The Curriculum Map identifies where SLOs are introduced, reinforced, and assessed.				
	The Curriculum 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 Certificate Assessment Plan Rubric, continued

Component	Criteria	Rating			Comments
		Met	Partially Met	Not Met	
Methods and Procedures	Methods and procedures are clear.				
	Measurements occur at appropriate times in the certificate program.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of certificate assessment tools.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				