

**Ed.D. in Curriculum and
Instruction (CCD)
Academic Assessment Plan
2012-13**

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 Ed.D. in Curriculum and Instruction (CCD)

College of Education

A. Mission

The Curriculum, Teaching, and Teacher Education (CTTE) program offers an online doctorate (Ed.D.) program designed to meet the needs of practicing PK-12 educators and the students and communities they serve. This program allows a full-time practicing educator to earn an Education Doctorate (Ed.D.) in Curriculum & Instruction with a concentration in Curriculum, Teaching, and Teacher Education. This degree is a Professional Practice Doctorate (PPD) designed through our partnership with the Carnegie PDD initiative. The CTTE program is designed to develop educational leaders in Curriculum and Instruction by enhancing their knowledge, skills, and dispositions in the areas of teaching, research, and leadership and advocacy. The program is designed to help practicing educators address pressing educational problems in their own contexts through systematic study and intentional action.

The CTTE Ed.D. program is aligned with both the college and university missions. The mission of the College of Education is “to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community” (<http://education.ufl.edu/mission-history/>). Specifically, our program is aligned with the parts of the college mission that refer to the preparation of exemplary practitioners and collaboration on solving critical educational problems because we focus on developing curriculum and instruction leaders who focus on improving their schools and districts through systematic educator inquiry.

The University of Florida is a comprehensive learning institution, built on a land, sea, and space grant foundation. We are a diverse community dedicated to making the world a better place, united in our commitment to diverse approaches as a means to engage the world’s greatest challenges. Our mission is to promote open inquiry; to inspire scholarship and excellence; to generate, preserve, and disseminate knowledge; to learn, create, lead and serve for the benefit of the people of Florida, the nation, and the world. The mission is typically outlined with a focus on teaching, research, and service: “Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels; Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses; Service reflects the university’s obligation to share the benefits of its research and knowledge for the public good” (<http://www.registrar.ufl.edu/catalog1011/administration/mission.html>). Specifically, our program is aligned with the university mission because we prepare practitioner scholars who address problems of practice in their local contexts using systematic research.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will explain and evaluate their conceptual and practical competence and critical stances in theory, pedagogy, and research.	The doctoral committee will evaluate student performance on written and oral qualifying exams to determine if the student demonstrates adequacy or excellence in knowledge & understanding of professional literature, clarity of expression, critical mindedness, creativity and application for all examination questions.	Both
Skills	The student will present results of research about resolving context-based problems of practice in written and oral format.	A panel of faculty will judge the defense of a capstone project that communicates the results of practitioner research focused on a context-based problem of practice to determine if a satisfactory rating is achieved.	Both
Professional Behavior	The student will disseminate and/or demonstrate professional knowledge in formal and informal settings about best curricular and pedagogical practices.	A panel of faculty will evaluate the defense for a capstone project that communicates the results of practitioner research focused on a context-based problem of practice to determine if a satisfactory rating was achieved.	Both

C. Research

Our CTTE Ed.D. program is considered a research degree, but differs in purpose and intended outcome from our Ph.D. track. Our Ed.D. students are being prepared as practitioner scholars who address problems of practice in their educational settings by being intelligent consumers and appliers of research through systematic practitioner inquiry. As such, their research preparation contains the following research courses:

- EDG 6226 Foundations of Research in Curriculum & Instruction - an introductory seminar canvassing the diverse landscape of educational research.
- EDF 6938: Research Methods I – focus on basic quantitative research methods
- EDF 6938: Research Methods II – focus on reading and critiquing quantitative research
- EDF 6938: Reading, Designing, and Conducting Qualitative Research
- EDG 7982: Practitioner Research – Theory and Practice

In addition, students are expected to build a strong identity as a practitioner scholar during their programs by participating in research presentations at conferences, conducting practitioner inquiry

in their educational settings, and/or mentoring others in practitioner research. The following supports are available to help Ed.D. students build their professional research experiences during their programs:

- The School of Teaching & Learning's Graduate Studies Committee allocates **funds each semester** for doctoral students to present their research at professional conferences and travel to research sites for data collection.
- Faculty consistently mentor and **collaborate with doctoral students** on research projects and scholarly publications.
- Doctoral students' **scholarly and teaching accomplishments are solicited and showcased regularly** as a means of encouraging even greater student initiatives in conference paper presentations, scholarly publications, and teaching awards.

D. Assessment Timeline

Program: Ed.D. in Curriculum and Instruction (CCD)

College: Education

Assessment	Assessment 1
SLOs	
Knowledge	
The student will explain and evaluate their conceptual and practical competence and critical stances in theory, pedagogy, and research.	Written and oral qualifying exams are conducted after two years of coursework have been completed.
Skills	
The student will present results of research about resolving context-based problems of practice in written and oral format.	The defense of dissertation/capstone project is conducted in the final semester of the program, just prior to graduation.
Professional Behavior	
The student will disseminate and/or demonstrate professional knowledge in formal and informal settings about best curricular and pedagogical practices.	The defense of dissertation/capstone project is conducted in the final semester of the program, just prior to graduation.

E. Assessment Cycle

Program: Ed.D. in Curriculum and Instruction (CCD) College: Education

Analysis and Interpretation: Completed 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
Knowledge							
The student will explain and evaluate their conceptual and practical competence and critical stances in theory, pedagogy, and research.		x	x	x	x	x	x
Skills							
The student will present results of research about resolving context-based problems of practice in written and oral format.		x	x	x	x	x	x
Professional Behavior							
The student will disseminate and/or demonstrate professional knowledge in formal and informal settings about best curricular and pedagogical practices.		x	x	x	x	x	x

F. Measurement Tools

The SLOs in this program are measured at two critical program junctures – the qualifying exams and the dissertation/capstone defense. The qualifying exams are rated using an approved rubric (Appendix 1) which assess the candidate's competence on the tasks as well as depth and breadth of knowledge in the specialization area, research methods, current issues, and historical perspective. The dissertation/capstone is assessed by faculty during the oral defense of the capstone. The sample rubric measures the SLO related to knowledge: explain and evaluate conceptual and practical competence and critical stances in theory, pedagogy, and research, because that is the one measured during qualifying exams.

G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Alyson Adams	School of Teaching and Learning	adamsa@coe.ufl.edu	273-4107
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Rubric

DOCTORAL QUALIFYING EXAM RATING SHEET SCHOOL OF TEACHING AND LEARNING

Student Name _____ Reviewer Name _____

Directions:

1. Assess competence on components (i.e. task or question). Competence on each component should be assessed using any or all of the four evaluation criteria listed below. As a reviewer, you do not need to review every component of the student's qualifying exam, but rather, you should review those areas in which you have specific expertise. (This form provides space for review of four questions/tasks. Additional rating sheets are available from the STL Graduate Studies Staff in Norman 2403.)
2. Assess demonstration of the student's depth and breadth of knowledge in his/her area of specialization, in research methods, in current issues, and in historical perspective.

Once you have completed steps (1) and (2), please provide an overall judgment of Pass or Fail. Include comments and/or recommendations, and sign the form. Please return your completed form to _____ in the STL Graduate Studies Office in Norman 2403 by _____.

DESCRIPTION OF EVALUATION CRITERIA

- **Knowledge and Understanding of Professional Literature:** Is familiar with key concepts and major research; cites relevant research and uses references appropriately; provides accurate and complete information.
- **Clarity of Expression:** Discussion is relevant to question; writing is clear and concise; ideas flow logically; avoids inappropriate jargon and clichés; uses educational language effectively.
- **Critical Mindedness:** Supports statements and claims with evidence; evaluates sources cited; displays evidence of critical reflection.
- **Creativity:** Integrates the work of others to develop innovative ideas or proposed solutions; considers multiple perspectives; provides insightful or new perspectives. This criterion should provide evidence of the student's ability to demonstrate the Scholarship of Integration (Boyer, 1990).
- **Application:** Uses disciplinary knowledge to address important individual, institutional, and/or societal problems; strives to solve problems of importance to policymakers, community members, corporate leaders, and other stakeholders. This criterion should provide evidence of the student's ability to demonstrate the Scholarship of Application (Boyer, 1990).

QUESTION/TASK # _____

o Question/Task Not Evaluated

Evaluation Criteria	Poor	Adequate	Excellent	N/A
Knowledge & Understanding of Professional Literature				
Clarity of Expression				
Critical Mindedness				
Creativity				
Application				

QUESTION/TASK # _____**o Question/Task Not Evaluated**

Evaluation Criteria	Poor	Adequate	Excellent	N/A
Knowledge & Understanding of Professional Literature				
Clarity of Expression				
Critical Mindedness				
Creativity				
Application				

QUESTION/TASK # _____**o Question/Task Not Evaluated**

Evaluation Criteria	Poor	Adequate	Excellent	N/A
Knowledge & Understanding of Professional Literature				
Clarity of Expression				
Critical Mindedness				
Creativity				
Application				

QUESTION/TASK # _____**o Question/Task Not Evaluated**

Evaluation Criteria	Poor	Adequate	Excellent	N/A
Knowledge & Understanding of Professional Literature				
Clarity of Expression				
Critical Mindedness				
Creativity				
Application				

ASSESSMENT OF 4 AREAS REQUIRED BY STL:

	PASS	FAIL
Area of Specialization		
Research Methods		
Current Issues		
Historical Perspective		

OVERALL ASSESSMENT:

PASS indicates:

Demonstrated competence in each component assessed by this reviewer

Satisfactory demonstration of depth and breadth of knowledge in the student's area of specialization, research methods, current issues, and historical perspectives

PASS

FAIL

Reviewer's Signature _____

Date _____

COMMENTS/RECOMMENDATIONS: (Please include comments here rather than writing them on the student's actual examination.)

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				