Ed.S. in Curriculum and Instruction (ISC) Academic Assessment Plan 2012-13

College of Education
Alyson Adams
adamsa@coe.ufl.edu

Office of the Provost

University of Florida

Institutional Assessment

Continuous Quality Enhancement

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Academic Assessment Plan for Ed.S. in Curriculum and Instruction (ISC)
College of Education

A. Mission

The Teacher Leadership for School Improvement (TLSI) program is an award-winning job-embedded online program designed to meet the needs of practicing PK-12 teachers and the students and communities they serve. This program allows a full-time practicing educator to earn a Educational Specialist degree (Ed.S.) in Curriculum & Instruction with a concentration in Teacher Leadership for School Improvement. The TLSI program is designed to empower teachers by enhancing their knowledge, skills, and dispositions in the areas of teaching, research, and leadership and advocacy. Throughout the TLSI program, educators document evidence of their growth in their expertise instructionally, as a teacher researcher, and teacher leadership and advocacy through the TLSI Portfolio. The intent of the TLSI program is for educators to develop and grow as master teachers, teacher researchers, and teacher leaders.

The TLSI 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 teacher leaders who focus on improving their schools.

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[1]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 parts of the university mission that focus on teaching and service because we prepare teachers as teacher scholars who address problems of practice in their local contexts.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will explain and evaluate their breadth of knowledge of content, methods, and contexts of schooling and education.	Education Specialist Committee will evaluate (satisfactory/unsatisfactory, pass/fail) the culminating portfolio/project, written, or oral exit examination.	Both
Skills	The student will utilize expertise developed in an area of specialization to pursue an original and significant inquiry or research question.	The Instructor for Supervised Research or Portfolio Practicum and Education Specialist Committee will evaluate the research paper or inquiry/research project. The expectation is that students will achieve a grade of "B" or higher on the research paper or inquiry/research project.	Both
Professional Behavior	The student will demonstrate their implementation of an inquiry stance to improving teaching and on-going professional learning that can be shared with other professionals.	Education Specialist Committee will evaluate: (1) the culminating portfolio/capstone project; or (2) national, state, local conference or meeting presentations; or (3) the preparation of a professional manuscript. Students will: (1) achieve a satisfactory assessment of their culminating portfolio/project; or (2) successfully present at local, state, or national conferences or meetings; or (3) successfully submit a professional manuscript for publication.	Both

C. Research

Our Ed.S is considered a research degree, and as the first class in their program, our students take a course in conducting research as a practitioner: EDE 6325 Teacher Inquiry/Action Research. In this course, students learn the basics of conducting classroom research to focus on their own practice as educators. It is a program goal to prepare teachers as teacher researchers, and students are expected to prepare evidence of their growth in this area in their final portfolios required for graduation. In addition, the Ed.S. students also take 5 credits of EDG 6910 Supervised Research, as they work to prepare their final portfolio with evidence of growth in all program areas. As far as research supports from the department, these students are online students, so many of the campus based supports are not available. However, we encourage them to apply for travel funds from the Graduate Student Council to present at conferences.

D. Assessment Timeline

Program: Ed.S. in Curriculum and Instruction (ISC)   College: Education

Assessment SLOs	Assessment 1
Knowledge	
The student will explain and evaluate their breadth of knowledge of content, methods, and contexts of schooling and education.	Written and Oral Exam of Portfolio is conducted in the semester prior to graduation. Evidence is found primarily in the portfolio section on "Master Teacher".
Skills	
The student will utilize expertise developed in an area of specialization to pursue an original and significant inquiry or research question.	Written and Oral Exam of Portfolio is conducted in the semester prior to graduation. Evidence is found primarily in the portfolio section on "Teacher Researcher" and is based on a project developed during the first course in the program, Teacher Inquiry/Action Research.
Professional Behavior	
The student will demonstrate their implementation of an inquiry stance to improving teaching and on-going professional learning that can be shared with other professionals.	Written and Oral Exam of Portfolio is conducted in the semester prior to graduation. Evidence is found primarily in the portfolio section on "Teacher Researcher".

E. Assessment Cycle

Program: Ed.S. in Curriculum and Instruction (ISC)   College: Education
Analysis and Interpretation: Completed by September 30
Program Modifications: Completed by September 30
Dissemination: Completed by September 30

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Knowledge						
The student will explain and evaluate their breadth of knowledge of content, methods, and contexts of schooling and education.	x	x	x	x	x	x
Skills						
The student will utilize expertise developed in an area of specialization to pursue an original and significant inquiry or research question.	x	x	x	x	x	x
Professional Behavior						
The student will demonstrate their implementation of an inquiry stance to improving teaching and on-going professional learning that can be shared with other professionals.	x	x	x	x	x	x

F. Measurement Tools

The SLOs are measured using the final written portfolio and oral examination/defense of the portfolio. The portfolio requires students to provide evidence of growth in 3 areas that align with the program goals of creating a) Master Teachers; b) Teacher Researchers; and c) Teacher Leaders. In this portfolio, student provide several artifacts for each goal area which show evidence of implementation of program learning as it is applied in a classroom or educational setting. A rubric is used to assess the quality of each individual portfolio artifact and then another rubric is used to assess the quality of the final portfolio and oral examination. An example of the rubric to assess the individual artifacts in the final portfolio is included below (Appendix 1). Specifically, the rubric criteria that align directly with the SLOs are indicated below:

Rubric Criteria 5 (links to literature)……………….……SLO for Knowledge & Skills
Rubric Criteria 6 (evidence of learning/change)……SLO for Skills & Professional Behavior
Rubric Criteria 7 (reflection)………………………….……SLO for Knowledge & Professional Behavior

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: ARTIFACT GRADING RUBRIC

Criteria	Points
1. Introduction An introduction with an interesting lead-in opens the paper.	___/2
2. Description A clear description of the artifact(s) is provided in the paper: • The artifact is named (For example, "My artifact is a unit plan/ a series of workshops/a website/an inquiry…") • The general components of the artifact are explained. The reader should not have to go to the artifact(s), itself, to infer this information. The paper should stand alone in explaining the main ideas of the artifact(s).	___/10
3. Rationale A strong rationale for selecting this artifact(s) as an example of your professional development is given in the paper.	___/8
4. Links to TLSI Goal(s) You have made a clear link between your artifact(s) and one or more of your goals in the TLSI program (teacher leader, teacher researcher, or master teacher).	___/5
5. Links to the Literature You have made clear links between your artifact(s) and the literature from your TLSI coursework, as well as from your own research. The idea here is to demonstrate how you are synthesizing your TLSI course content over time, as well as how you are blending theory (the literature) with your day-to-day practice. *Specialist students, in particular, must have an exceptionally strong literature base in the paper that includes many citations.*	___/5
6. Evidence of Learning/Change Data is submitted (such as graphs of test scores, photographs of student writing or work samples, teacher-created plans or materials, observations, quotes from teachers or students…) and clearly discussed as *evidence of change in teacher practice <u>and/or</u> in student learning or achievement.*. Multiple forms of data will strengthen this aspect of your paper.	___/6
7. Reflection and Next Steps Based on the data discussed above: • The learning of the practitioner as a teacher leader, a teacher researcher, or a master teacher is reflected upon. • Specific plans for changes in practice as a teacher leader, teacher researcher, or master teacher are outlined.	___/6
8. Professional Presentation Grammar, APA citations and reference section, organization, and composition are of scholarly quality. The writer has clearly collaborated with an editor.	___/3
9. Evidence of Implementation The artifact has been implemented already and evidence of this is provided. If the artifact is "in progress," provide preliminary evidence that allowed you to draw conclusions thus far in this paper. In the body of the paper indicate in red text what still needs to be done, as well as specific dates that these steps will be implemented.	___/5
TOTAL POINTS	_____ / 50

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

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
	Mission statement is articulated clearly.				
Mission Statement	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.				

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				