M.A.E. in Early Childhood Education Academic Assessment Plan 2012-2013

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 M.A.E. in Early Childhood Education

College of Education

A. Mission

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 Early Childhood studies program faculty recognize the importance of the three-fold mission of the University and actively seek 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.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Demonstrates advanced levels of knowledge in the following core areas: a) curriculum and instruction; b) child development and assessment; c) family, diversity, and community relations; and, d) transition and public policy.	Candidates will successfully complete the qualifying exam, as measured by students' advisory committee (includes at least three faculty members) using an established rating guide. The qualifying examination will ensure that each candidate demonstrates knowledge of Early Childhood subject matter during the oral and written review process.	Campus
Skills	Demonstrates advanced levels of skill in the following core areas: a) curriculum and instruction; b) child development and assessment; c) family, diversity, and	Candidates will successfully complete the Action Research Project or thesis, as measured by students' advisory committee (includes at least three faculty	Campus

	community relations; and d) transition and public policy.	members) using an established rating guide.	
Professional Behavior	Displays ethical behavior, cultural sensitivity, and appropriate professional conduct & communication	Candidates will successfully complete the oral and written qualifying exam, as evaluated by candidates' advisory committee (includes at least three faculty members), using an established rating guide. Candidates will successfully design and deliver a professional development presentation, which will be evaluated by the participants of the presentation.	Campus

C. Research

Students will complete an action research project or thesis. The student research project is designed to meet the goals of the student. Students who plan to return to the early childhood classroom will be required to complete an action research project, the purpose of which is to prepare them to be teacher researchers in the classroom. Action research is systematic research conducted by school-based personnel (teachers, guidance counselors, administrators, etc.) who are interested in the teaching and learning process. It is a systematic process and requires students to identify an area of focus, collect data, analyze and interpret the data, and develop a plan of action for the classroom (e.g., recommendations for the classroom teacher.)

Students who plan to continue in their education, either in the Education Specialist or Doctoral program will complete a thesis. They will take the appropriate research course (i.e., Quantitative or Qualitative Foundations of Education), develop a thesis proposal to be reviewed by the advisory committee, conduct the proposed research, analyze the data, write and submit the completed thesis to the committee for approval.

D. Assessment Timeline

Program: M.A.E. in Early Childhood Education   College: Education

The

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Written Qualifying Exam (Spring)	Oral Qualifying Exam (Spring)	
Skills			
#2	Action Research Project or Master's Thesis (Summer/Final Semester)		
Professional Behavior			
#3	Written Qualifying Exam (Spring)	Oral Qualifying Exam (Spring)	Professional Development Workshop Presented to Local Early Childhood Professionals (Prior to Program Completion)

E. Assessment Cycle

Program: M.A.E. in Early Childhood Education   College: Education
Analysis and Interpretation: Completed by: By Sept 30
Program Modifications: Completed by: end of Spring term
Dissemination: Completed by: end of Spring term

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	✓	✓	✓	✓	✓	✓
Skills						
#2	✓	✓	✓	✓	✓	✓
Professional Behavior						
#3	✓	✓	✓	✓	✓	✓

F. Measurement Tools

The following measurement tools will be used to assess Student Learning Outcomes:

1. Assessing knowledge will be through the completion of qualifying exams. The qualifying exam consists of a written exam followed by an oral exam.
   a. The written exam will include questions that relate to the 4 core areas outlined in the Student Learning Outcomes above. Evaluation of the written qualifying exams will be conducted by the advisory committee using a rubric that includes (but not limited to):
      i. **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.
      ii. **Clarity of Expression**: Discussion is relevant to the question; writing is clear and concise; ideas flow logically; avoids inappropriate jargon and clichés; uses educational language effectively.
      iii. **Critical Mindedness**: Supports statements and claims with evidence; evaluates sources cited; displays evidence of critical reflection.
      iv. **Creativity**: Synthesizes the work of others to develop innovative ideas or proposed solutions; considers multiple perspectives; provides insightful or new perspectives.
   b. The oral exam (Appendix 1) will include questions that relate to the 4 core areas outlined in the Student Learning Outcomes above. Evaluation of the oral qualifying exams will be conducted by the advisory committee using a rubric that includes (but not limited to):
      i. **Comprehension**: Shows a command of the material
      ii. **Argument**: Clearly articulates a position or argument
      iii. **Evidence**: Presents relevant, accurate, and sufficient evidence to support argument.
      iv. **Fluidity**: Communicates in a clear, effective, and organized way.
      v. **Technical Vocabulary**: Uses technical terms judiciously and in an appropriate manner.
      vi. **Composure**: Projects confidence in his/her answers.
2. Assessment of skills will be evaluated through the completion of the Action Research Project or the Master's Thesis Research as described in item C above. The Advisory committee will determine satisfactory completion through the use of a rating guide based on the components of the particular project.
3. Assessment of Professional Behavior will be evaluated through completion of the qualifying exams (see above) and through the design and delivery of a Professional Development (PD) presentation. The presentation will include an evaluation by the audience. Components of the evaluation will include (but not limited to): Clearly articulated goals and objectives; Knowledge/Preparation level of the presenter; Usefulness of the information; Level of audience engagement; Suggestions for improvement.

G. Assessment Oversight

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Hazel Jones	School of Special Education, School Psychology, and Early Childhood Studies	hajones@coe.ufl.edu	273-4285
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Appendix 1: Rubric for Early Childhood Studies MAE Oral Exam

The oral exam will include questions that relate to the 4 core areas outlined in the Student Learning Outcomes. The advisory committee conducts the oral qualifying exams. The following rubric has been developed for evaluation and is completed by the committee chairperson. Students must achieve at least a "2" in each category, and the total must be equal to or greater than 12.

	3	2	1	0
Comprehension	Understands the questions asked, gives clear and coherent responses that display command of the material.	Understands the questions asked, gives adequate responses that lack detail, or is unclear on minor points, but contains no obvious mistakes or misunderstandings.	Has difficulty understanding the questions and/or responses are incomplete OR partially correct OR contain at least one serious or misleading mistake or misunderstanding	Shows no understanding of the questions, responses are incoherent, or factually incorrect, or otherwise demonstrates lack of understanding of the material.
Argument	Clearly articulates a position or argument.	Position or argument is incomplete or limited in scope.	Position or argument is unfocused or ambiguous.	Is unable to articulate a position or argument
Evidence	Evidence is relevant, accurate and sufficient to support the argument.	Evidence is mostly relevant and accurate but limited in support of argument.	Evidence is somewhat irrelevant and/or inaccurate and is insufficient to support argument. Can correct when prompted.	Evidence is mostly irrelevant and/or inaccurate. Cannot correct when prompted.
Fluidity	Communicates clearly and professionally in standard English and in a manner that suggests organized thoughts and comfort with the material.	Communicates clearly and competently in standard English but somewhat unprofessionally or occasionally lapsing into colloquialisms.	Lacks clarity in communicating points; seems not to know how to communicate professionally OR often lapses into colloquialisms.	Responses are incoherent or rambling, uses colloquial phrases that lack content.
Technical Vocabulary	Uses technical terms judiciously and in an appropriate manner.	Uses technical terms mostly in an appropriate manner, but with occasional mispronunciation or misuse.	Frequently misuses or mispronounces technical terms in a way that indicates lack of understanding.	Misuse and mispronunciation indicates no clear understanding of the meaning of the terms.
Composure	Projects professionalism and confidence throughout the evaluation.	May appear nervous but it does not limit performance in any way.	Attitude is casual, uncooperative, or emotional but is able to complete exam.	Attitude seriously compromises ability to complete exam.

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	Met	Partially Met	Not Met	Comments
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.				

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				