M.Ed. in Early Childhood Education 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 M.Ed. 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	Candidates completing the M.Ed. as part of the Unified Early Childhood Teacher Education Program will know and apply early childhood concepts, principles, and teaching theory.	Candidates will obtain a satisfactory score on the Prekindergarten-Primary Subject Area test of the Florida Teacher Certification Examination. Program faculty review the exam results by competency area.	Campus
Skills	Candidates will learn and apply effective planning and implementation of classroom-based assessment and instruction.	Candidates will satisfactorily complete the full time internship as indicated by a score no lower than a 3 on the Student Teaching Evaluation Form completed by the candidates' cooperating teachers and University supervisors.	Campus
Professional Behavior	Candidates will display ethical behavior and appropriate professional conduct & communication	Candidates will score no lower than a 3 on Part 2 (Accomplished) of the Student Teaching Evaluation Form as measured by the candidates' cooperating teacher and University Supervisor.	Campus
Professional Behavior	Candidates will know and apply cultural sensitivity and teamwork	Candidates will participate in the end-of-semester reflection meetings and submit written metacognitive letters. The faculty advisor facilitating the reflection meeting will document attendance and participation.	Campus

C. Research

The M.Ed. in Early Childhood Education is not a research degree. Research activities include reading and interpreting research in early childhood education in order to understand contemporary research, trends, and issues in early childhood.

D. Assessment Timeline

Program: M.Ed. in Early Childhood Education   College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Subject Area Test of FTCE (Spring Semester)		
Skills			
#2	Student Teaching Evaluation Form – University Supervisor (Fall Semester)	Student Teaching Evaluation Form – Field-Based Supervisor (Fall Semester)	
Professional Behavior			
#3	Professionalism Items of Student Teaching Evaluation Form – University Supervisor (Fall Semester)	Professionalism Items of Student Teaching Evaluation Form – Field-Based Supervisor (Fall Semester)	
#4	Metacognitive Letter (Fall Semester)	Metacognitive Letter (Spring Semester)	

E. Assessment Cycle

Program: M.Ed. 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	✓	✓	✓	✓	✓	✓
#4	✓	✓	✓	✓	✓	✓

F. Measurement Tools

1. Knowledge Assessment: Students must take and pass appropriate sections of the Florida Teacher Certification Examination during the spring of the graduate year. The Prekindergarten-Primary subject area test includes knowledge of: child growth and development; foundations of early childhood education; research, standards, and trends; effective practices; strategies for family and community involvement; developmentally appropriate curricula; diverse needs of all children and their families; diagnosis, assessment, and evaluation; child guidance and classroom management; and content and instruction for literacy instruction, math, science, and social studies.
2. Skills Assessment: Students complete the full time internship and are rated on the Student Teacher Evaluation Form (Appendix 1) completed by the UF Supervisor and the Cooperating Teacher. The Student Teacher Evaluation includes the Florida Department of Education's Educator Accomplished Practices.
3. Professional Behavior Assessment: Professional behavior is assessed through Part 2 of the Student Teacher Evaluation Form.
4. Professional Behavior Assessment: Professional behavior is also assessed during the Fall and Spring End-of-Semester meetings. Student's submit a written metacognitive letter responding to items such as:
   a. What readings or assignments helped you understand how children THINK& LEARN? A synthesis of IN-CLASS DISCUSSIONS for the current semester:
   b. What helped you expand your thinking (e.g., search for alternative explanations)?
   c. What field experiences helped you consider how the classroom/school/teacher context effects learning for young children.
   d. Using specific evidence describe how you have had an impact on a child's learning and/or developmental outcomes? What did you learn from this experience?

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Hazel Jones	School of Special Education, School Psychology, and Early Childhood Studies	hajones@coe.ufl.edu	273-4285
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Appendix 1: Student Teaching Evaluation Form

Rating: Unsatisfactory ① Developing ② Accomplished ③ Exceptional ④

FEAP 6: Professional Responsibility & Conduct

① ② ③ ④

6a. The effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida ○ ○ ○ ○

Part 2: UF Teacher Professionalism Indicators

① ② ③ ④

As a professional, the effective educator:

	①	②	③	④
2.1 Reflects on the extent to which learning goals were met and how instruction can be changed to facilitate learning	○	○	○	○
2.2 Demonstrates a sense of efficacy	○	○	○	○
2.3 Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	○	○	○	○
2.4 Demonstrates initiative and self-reliance	○	○	○	○
2.5 Demonstrates enthusiasm for teaching	○	○	○	○
2.6 Demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance)	○	○	○	○
2.7 Demonstrates responsibility for maintaining accurate student records and other important information	○	○	○	○
2.8 Is punctual	○	○	○	○
2.9 Presents a professional appearance in dress, grooming, attitude, and demeanor	○	○	○	○
● OVERALL DOMAIN RATING:	○	○	○	○

Comments:

Signature: _____ Date: ___ / ___ / ___

Please return completed form to:
UNIVERSITY OF FLORIDA, COLLEGE OF EDUCATION, STUDENT SERVICES, G-416 NORMAN HALL
PO BOX 117042, GAINESVILLE, FL 32611-7042

UF | UNIVERSITY of FLORIDA | College of Education

Student Teaching Evaluation

Candidate Name (Last, First): _____ UFID: _____
Submitted by (Check One): ○ Directing Teacher ○ UF Supervisor ○ Other: _____
Name of Evaluator: _____ Placement Location and Grade Level(s): _____

This form is to serve as a permanent record of the summative evaluation of a teacher candidate's performance and demonstration of competence on the Florida Educator Accomplished Practices as part of the culminating field experience. Please rate the candidate's performance on each indicator, as well as an overall domain rating, when applicable.

Unsatisfactory ①	Developing ②	Accomplished ③	Exceptional ④
The candidate demonstrates little knowledge of this practice. The candidate is not yet prepared to demonstrate this skill in a practical setting.	The candidate is developing this practice. The candidate requires coaching and supervision to implement this skill in the practical setting.	The candidate usually demonstrates this practice. The candidate is independent in routine situations with minimal to no supervision required.	The candidate consistently demonstrates this practice in a practical setting. The candidate can modify and implement this skill in alternative situations with minimal to no supervision required.

Part 1: Florida Educator Accomplished Practices (FEAP)

FEAP1: Instructional Design and Planning
Applying concepts from human development and learning theories, the effective educator consistently:

① ② ③ ④

	①	②	③	④
1a. Aligns instruction with state-adopted standards at the appropriate level of rigor	○	○	○	○
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge	○	○	○	○
1c. Designs instruction for students to achieve mastery	○	○	○	○
1d. Selects appropriate formative assessments to monitor learning	○	○	○	○
1e. Uses diagnostic student data to plan lessons	○	○	○	○
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	○	○	○	○
● OVERALL FEAP 1 RATING:	○	○	○	○

Rating: (Unsatisfactory ①   Developing ②   Accomplished ③   Exceptional ④)

Rating: (Unsatisfactory ①   Developing ②   Accomplished ③   Exceptional ④)

	①	②	③	④
FEAP 2: The Learning Environment To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:				
2a. Organizes, allocates, and manages the resources of time, space, and attention	○	○	○	○
2b. Manages individual and class behaviors through a well-planned management system	○	○	○	○
2c. Conveys high expectations to all students	○	○	○	○
2d. Respects students' cultural, linguistic and family background	○	○	○	○
2e. Models clear, acceptable oral and written communication skill	○	○	○	○
2f. Maintains a climate of openness, inquiry, fairness and support	○	○	○	○
2g. Integrates current information & communication technologies	○	○	○	○
2h. Adapts the learning environment to accommodate the differing needs and diversity of students	○	○	○	○
2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals	○	○	○	○
● OVERALL FEAP 2 RATING:	○	○	○	○

	①	②	③	④
FEAP 4: Assessment The effective educator:				
4a. Analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs	○	○	○	○
4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	○	○	○	○
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains	○	○	○	○
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	○	○	○	○
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s)	○	○	○	○
4f. Applies technology to organize and integrate assessment information	○	○	○	○
● OVERALL FEAP 4 RATING:	○	○	○	○

	①	②	③	④
FEAP 3: Instructional Delivery and Facilitation The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:				
3a. Deliver engaging and challenging lessons	○	○	○	○
3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter	○	○	○	○
3c. Identify gaps in students' subject matter knowledge	○	○	○	○
3d. Modify instruction to respond to preconceptions or misconceptions	○	○	○	○
3e. Relate & integrate the subject matter with other disciplines and life experiences	○	○	○	○
3f. Employ higher-order questioning techniques	○	○	○	○
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	○	○	○	○
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student	○	○	○	○
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	○	○	○	○
3j. Utilize student feedback to monitor instructional needs & to adjust instruction	○	○	○	○
● OVERALL FEAP 3 RATING:	○	○	○	○

	①	②	③	④
FEAP 5: Continuous Professional Development The effective educator:				
5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	○	○	○	○
5b. Examines and uses data-informed research to improve instruction and student achievement	○	○	○	○
5c. Uses a variety of data independently & in collaboration w/ colleagues, to evaluate learning outcomes adjust planning & continuously improve effectiveness of the lessons	○	○	○	○
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement	○	○	○	○
5e. Engages in targeted professional growth opportunities & reflective practices, both independently & in collaboration w/ colleagues	○	○	○	○
5f. Implements knowledge and skills learned in professional development in the teaching and learning process	○	○	○	○
● OVERALL FEAP 5 RATING:	○	○	○	○

8 | Graduate Academic Assessment Plan – M.Ed. in Early Childhood Education

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
		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.				

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				