

**M.Ed. in Mathematics  
Education  
Academic Assessment Plan  
2012-13**

College of Education  
Tim Jacobbe  
jacobbe@coe.ufl.edu

*Office of the Provost*

*University of Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

## Table of Contents

Academic Assessment Plan for M.Ed. in Mathematics Education.....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures.....	3
C. Research.....	4
D. Assessment Timeline.....	5
E. Assessment Cycle .....	5
F. Measurement Tools .....	6
G. Assessment Oversight.....	6
Appendix 1: Student Teaching Evaluation Form .....	7
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric .....	9
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued .	10

# Academic Assessment Plan for M.Ed. in Mathematics Education

College of Education

## A. Mission

In support of both the institutional and departmental mission, the aim of the Mathematics Education program is “to develop the knowledge, skills, and dispositions of future and current mathematics teachers from diverse backgrounds to address the societal and educational demands of our youth and communities,” and to, “...prepare educators who are capable of creating and maintaining supportive and productive classrooms for diverse student populations, working collaboratively with school personnel, families, and members of the community to develop innovative and alternative ways of educating all children, including those who present unique instructional and behavioral challenges.”

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will identify, describe, and explain research on teaching and learning of mathematics.	Students will achieve a passing score on the Professional Education Test and Mathematics Subject Area Test of the Florida Teacher Certification Exam administered and scored by the Florida Department of Education.	Campus
Skills	The student will create, select and implement: (1) specific learning goals, (2) appropriate teaching methods and instructional materials, and (3) evaluation strategies aligned with goals, using knowledge of subject matter, learners and classroom management.	Students will meet expectations on the summative Student Teaching Performance Evaluation instrument completed by the student’s Field Based Supervisor and University Based Supervisor for the culminating field experience in Mathematics Education.	Campus
Professional Behavior	The student will collaborate with other professionals, such as peers and mentor teachers, to reflect upon his or her mathematics teaching. Students will communicate high expectations for all PK-12 students.	Students will meet expectations on Part 2: Teacher Professionalism on the Student Teaching Performance Evaluation instrument completed by the student’s Field Based Supervisor and University Based Supervisor during the culminating field experience.	Campus

## C. Research

The M.Ed. in Mathematics Education is a program that leads to teacher certification. Although the program utilizes research-based approaches and methods and encourages its graduates to do the same, this program does not prepare students to engage in research beyond action research in their own classroom to inform their own practice.

## D. Assessment Timeline

Program: M.Ed. in Mathematics Education

College: Education

Assessment	Assessment 1
<b>SLOs</b>	
<b>Knowledge</b>	
#1	Florida Teacher Certification Exams (Prior to Program Completion)
<b>Skills</b>	
#2	Student Teaching Evaluation Form (Prior to Program Completion)
<b>Professional Behavior</b>	
#3	Student Teaching Evaluation Form (Prior to Program Completion)

## E. Assessment Cycle

Program: M.A.E. in Mathematics Education College: Education

Analysis and Interpretation:

Completed by September 30<sup>th</sup> as part of the Continuous Improvement Plan

Program Modifications:

Completed by September 30<sup>th</sup> as part of the Continuous Improvement Plan

Dissemination:

Changes to the program are disseminated by the end of the spring semester for the following fall semester

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X
<b>Skills</b>							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X
<b>Professional Behavior</b>							
Thesis/Project-in-lieu of Thesis		X	X	X	X	X	X

## F. Measurement Tools

Students are expected to obtain passing scores on three Florida Teacher Certification Exams prior to program completion. The required exams are as follows:

- General Knowledge (K-12)
- Mathematics (6-12)
- Professional Education

The Student Teaching Evaluation Form (Appendix 1) documents candidates' performance in one of four categories (unsatisfactory, developing, accomplished, and exceptional) for each Florida Educator Accomplished Practices (Knowledge and Skills) (Part 1) and for Professional Behavior and Indicators (Part 2). The rating criteria for all items on the instrument are as follows:

Unsatisfactory – The candidate demonstrates little knowledge of this practice. The candidate is not yet prepared to demonstrate this skill in a practical setting.

Developing – The candidate is developing this practice. The candidate requires coaching and supervision to implement this skill in a practical setting.

Accomplished – The candidate usually demonstrates this practice. The candidate is independent in routine situations with minimal to no supervision required.

Exceptional – 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.

## G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Tim Jacobbe	School of Teaching and Learning	jacobbe@coe.ufl.edu	273-4232
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

## Appendix 1: Student Teaching Evaluation Form

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

1 2 3 4

### FEAP 6: Professional Responsibility & Conduct

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:

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

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 Student Teaching Evaluation 4



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

UF Student Teaching Evaluation 1

Rating:    Unsatisfactory    Developing    Accomplished    Exceptional

                 ①                      ②                      ③                      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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. Manages individual and class behaviors through a well-planned management system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2c. Conveys high expectations to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2d. Respects students' cultural, linguistic and family background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2e. Models clear, acceptable oral and written communication skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2f. Maintains a climate of openness, inquiry, fairness and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2g. Integrates current information & communication technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2h. Adapts the learning environment to accommodate the differing needs and diversity of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
● OVERALL FEAP 2 RATING:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3c. Identify gaps in students' subject matter knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3d. Modify instruction to respond to preconceptions or misconceptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3e. Relate & integrate the subject matter with other disciplines and life experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3f. Employ higher-order questioning techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3j. Utilize student feedback to monitor instructional needs & to adjust instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
● OVERALL FEAP 3 RATING:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rating:    Unsatisfactory    Developing    Accomplished    Exceptional

                 ①                      ②                      ③                      ④

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4f. Applies technology to organize and integrate assessment information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
● OVERALL FEAP 4 RATING:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b. Examines and uses data-informed research to improve instruction and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5c. Uses a variety of data independently & in collaboration w/ colleagues, to evaluate learning outcomes adjust planning & continuously improve effectiveness of the lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5d. Collaborates with the home, school and larger communities to foster communication and to support student learning & continuous improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5e. Engages in targeted professional growth opportunities & reflective practices, both independently & in collaboration w/ colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5f. Implements knowledge and skills learned in professional development in the teaching and learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
● OVERALL FEAP 5 RATING:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 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	
<b>Measurement Tools</b>	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.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				