M.Ed. in Social Studies Education Academic Assessment Plan 2012-2013

College of Education
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Academic Assessment Plan for M.Ed. in Social Studies Education

College of Education

A. Mission

This degree program strongly aligns with the mission of the College of Education to prepare exemplary practitioners; 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. The Social Studies M.Ed. program is designed to provide pre-service middle and high school social studies teachers with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective teacher-directed and teacher-facilitated learning experiences for students. As part of this process, students enrolled in this program will engage in critical, reflective discussions of research and practitioner journal articles focusing on exemplary social studies teaching methods and will practice implementing these methods in small and large group settings. Students will focus on practical investigation and modeling of student-centered and activity-based methods, develop lesson and unit plans, develop assessment tools, learn classroom management strategies, and reflect on teaching practice.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	The student will investigate, identify, describe, and explain best practices in social studies teaching and learning.	Students will achieve a passing score on the Professional Education test and Social Science 6-12 Subject Area test of the Teacher Certification Exam administered and scored by the Florida Department of Education.	Campus
Skills	The student will organize content for instruction, develop and apply appropriate inclusive teaching practices, evaluate the impact of instruction on student learning, and create a positive learning environment.	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 Social Studies Education.	Campus
Professional Behavior	The student will collaborate with other professionals, reflect upon his or her own practice, and demonstrate a sense of efficacy and ethical practice.	Students will meet expectations on Section IV: Teacher Professionalism of the Student Teaching Performance Evaluation instrument completed by the student's Field Based Supervisor and University Based Supervisor for the graduate field experience in SSE.	Campus

C. Research

This is not a research degree. However, students complete projects that require research to some extent. In particular, they design unit plans for which they must research both content and pedagogy related to the topics they have chosen (e.g., research on the American Revolution as well as on effective strategies for teaching this topic to either middle or high school students).

D. Assessment Timeline

Program: M.Ed. in Social Studies Education   College: Education

Assessment SLOs	Assessment 1	Assessment 2
Knowledge		
#1	FTCE Professional Education Exam (by program completion)	FTCE Social Science 6-12 Exam (by program completion)
Skills		
#2	Student Teaching Performance Evaluation by Field-Based Supervisor (during internship)	Student Teaching Performance Evaluation by University-Based Supervisor (during internship)
Professional Behavior		
#3	Teacher Professionalism Section of Student Teaching Performance Evaluation by Field-Based Supervisor (during internship)	Teacher Professionalism Section of Student Teaching Performance Evaluation by University-Based Supervisor (during internship)

E. Assessment Cycle

Assessment Cycle for:
Program: M.Ed. in Social Studies Education   College: Education
Analysis and Interpretation: Every fall during CIP process (by September 30)
Program Modifications: Completed by September 30
Dissemination: By end of summer for next academic year

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

F. Measurement Tools

1. The FTCE Professional Education Exam is administered and scored by the Florida Department of Education. Students are expected to complete this exam no later than April of their program year.
2. The FTCE Social Science 6-12 Exam is administered and scored by the Florida Department of Education. Students are expected to complete this exam no later than January of their program year.
3. The Student Teaching Performance Evaluation instrument (Appendix 1) is completed by the student's Field Based Supervisor by the end of March during the student's program year. (See attached copy of official COE Student Teaching Performance Evaluation Instrument.)
4. The Student Teaching Performance Evaluation instrument is completed by the student's University-Based Supervisor by the end of March during the student's program year. (See attached copy of official COE Student Teaching Performance Evaluation Instrument.)
5. The Teacher Professionalism Section (Section IV) of Student Teaching Performance Evaluation instrument is completed by the student's Field-Based Supervisor by the end of March during the student's program year. (See attached copy of official COE Student Teaching Performance Evaluation Instrument.)
6. The Teacher Professionalism Section (Section IV) of Student Teaching Performance Evaluation instrument is completed by the student's University-Based Supervisor by the end of March during the student's program year. (See attached copy of official COE Student Teaching Performance Evaluation Instrument.)

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Elizabeth Washington	School of Teaching and Learning	ewashington@coe.ufl.edu	273-4236
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

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:

	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 Student Teaching Evaluation 4

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
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:	○	○	○	○

UF Student Teaching Evaluation 1

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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:

	①	②	③	④
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:

	①	②	③	④
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:

	①	②	③	④
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:

	①	②	③	④
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:	○	○	○	○

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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	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				