

University of Florida

Academic Affairs

Academic Colleges

College of Agricultural & Life Sciences

Certificates

Teaching and Learning in Agricultural and Life Sciences

Teaching and Learning in Agricultural and Life Sciences Graduate Certificate Mission

The Teaching and Learning in Agricultural and Life Sciences graduate certificate program supports the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

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**2014-15 SLO 1: Skills**

Apply the foundational teaching and learning theories.

**SLO Area (select one):** Skills (Grad)

**Assessment Method**

The Student Learning Outcomes will be assessed through a mandatory pre-completion portfolio. This portfolio will be assessed for SLO purposes only, and will not affect the student's academic standing.

In order to be classified as "passing," a student must earn 70% or more of the points possible on the attached rubrics used to evaluate the SLO portfolio.

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**2014-15 SLO 2: Skills**

Develop an instructional program plan.

**SLO Area (select one):** Skills (Grad)

**Assessment Method**

The Student Learning Outcomes will be assessed through a mandatory pre-completion portfolio. This portfolio will be assessed for SLO purposes only, and will not affect the student's academic standing.

In order to be classified as "passing," a student must earn 70% or more of the points possible on the attached rubrics used to evaluate the SLO portfolio.

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**2014-15 SLO 3: Skills**

Deliver an educational program.

**SLO Area (select one):** Skills (Grad)

**Assessment Method**

The Student Learning Outcomes will be assessed through a mandatory pre-completion portfolio. This portfolio will be assessed for SLO purposes only, and will not affect the student's academic standing.

In order to be classified as "passing," a student must earn 70% or more of the points possible on the attached rubrics used to evaluate the SLO portfolio.

**Teaching and Learning in Agricultural and Life Sciences AAP Detail****Start:** 7/1/2014**End:** 6/30/2015**Progress:** Ongoing**Providing Department:** Teaching and Learning in Agricultural and Life Sciences**Responsible Roles:** Dean (Turner, R)**Research (Graduate and Professional AAPs only)****Assessment Timeline (Graduate and Professional AAPs only)**

Teaching and Learning in Agricultural and Life Sciences

SLOs	Pre-Completion Portfolio
	X
#1	
#2	X
#3	X

**Curriculum Map (UG AAPs only)****Assessment Cycle (All AAPs)**Teaching and Learning in Agricultural and Life Sciences College of Agricultural and Life Sciences

Analysis and Interpretation:

May – June annually

Improvement Actions:

Completed by August 1 of each year

Dissemination:

Completed by September 1 of each year

SLOs	Year 13-14	14-15	15-16	16-17
#1	X	X	X	X
#2	X	X	X	X
#3	X	X	X	X

**Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)**

The Student Learning Outcomes will be assessed through a mandatory pre-completion portfolio. This portfolio will be assessed for SLO purposes only, and will not affect the student's academic standing.

In order to be classified as “passing,” a student must earn 70% or more of the points possible on the attached rubrics used to evaluate the SLO portfolio.

**SLO Assessment Rubric (All AAPs)****Student Learning Outcome #1 Rubric*****Teaching and Learning in Agricultural and Life Science***

## Conceptual/Theoretical Matrix

**Description:** You will be responsible for developing a matrix or a graphic organizer that compiles and depicts all concepts, theories, key researchers, and applications used in this course. This document should be of enough quality to be utilized as a reference guide for premier publication source material, to aid in studying for qualifying exams, and as a quick reference guide for each theory. This matrix should also reflect application in the context that fits your specific content expertise (Com, Ed, Ext, Ldr).

<b>Dimension</b>	<b>Criteria</b>	<b>Comments</b>	<b>Points</b>
Outlined Explanation (25 Points)	<p>Were all major portions of the theory identified?</p> <p>Was each component of the theory correctly explained?</p> <p>Were key theorists identified?</p> <p>Were the theorists identified by the amount of contribution?</p> <p>How does this theory fit as a foundational piece? Does it expand thought or reflect the period of time?</p>		
Writing, Investigative evidence, Grammar, and Style (15 points)	<p>Table/graphic organizer organized and is easily referenced</p> <p>Writing is clear and concise, grammar and punctuation rules were followed</p> <p>Citations outside of the textbook utilized and referenced</p>		
Contextual application (10 Points)	<p>Application for each theory is clearly identified for within the chosen context for learning and identified impact on instruction</p> <p>Contextual application adequately supports student learning/understanding of the concept(s) accurately</p>		
<b>Total Points</b>			
<b>Overall Comments:</b>			



## Student Learning Outcome #2 Rubric

## Teaching and Learning in Agricultural and Life Science

Item	Possible Points	Points Earned	Factor	Rating*
<b>Part A: Instructional Program Plan</b>				
Course/workshop title	5	0	1	0
Program mission statement, values, learning principles & transfer goals	30	0	6	0
Instructor contact information	5	0	1	0
Course/Workshop description, understandings, EQs & Objs	25	0	5	0
Course/Workshop texts/materials	5	0	1	0
Cornerstone tasks description	15	0	3	0
Grading / Assessment	10	0	2	0
Other information	5	0	1	0
<i>Part A: subtotal</i>	<i>100</i>	<i>0</i>		
<b>Part B: Instructional Design Matrix</b>				
Units: Course / Workshop broken down into units/modules	20	0	4	0
Duration: Amount of time per unit/module is appropriate	10	0	2	0
Sequence: Indicates order in which units/modules should be taught; order is logical	10	0	2	0
Industry standards / benchmarks	5	0	1	0
Unit/Module essential question(s) & objective(s)	35	0	7	0
Rationale: justification of plan provided	20	0	4	0
<i>Part B: subtotal</i>	<i>100</i>	<i>0</i>		
<b>Part C: Instructional Assessment Guide</b>				
Assessment plan	35	0	7	0
Table of specifications	20	0	4	0
Key instructional / learning activity plan (including facilities needed)	25	0	5	0
<u>Unit/Module Test</u>				
Related to Objectives: test items appropriate for obj	10	0	2	0
Comprehensiveness: all objectives addressed appropriately	25	0	5	0
Test Items: variety of question types used; items well constructed	20	0	4	0
Directions & Scoring: clear directions provided; point value provided for each section/item	5	0	1	0
Answer Key	5	0	1	0
<u>Alternative Assessment Tool</u>				
Related to Objectives: appropriate for objectives	10	0	2	0
Format: logical for objs being assessed	25	0	5	0

Criteria: evaluation criteria provided; clear instructions; all aspects addressed	25	0	5	0
Scoring: points for each criterion provided; point values are appropriate	15	0	3	0
<i>Part C: subtotal</i>	220	0		
<b>Part D: Instructional Program Evaluation Plan</b>				
Program evaluation model	15	0	3	0
Rationale of model selection	20	0	4	0
Data/Evidence to be collected	10	0	2	0
From whom data/evidence will be collected	10	0	2	0
Data/Evidence collection timeline	15	0	3	0
Program evaluation reporting plan	10	0	2	0
<i>Part D: subtotal</i>	80	0		
Late	-10%/day	0	0	Days late
<b>Total Points Possible</b>	500	0		

\*Note: 0 = absent; 1 = poor; 2 = weak; 3 = fair; 4 = good; 5 = excellent

**Student Learning Outcome #3 Rubric**

***Teaching and Learning in Agricultural and Life Science***

Student \_\_\_\_\_ Date: \_\_ / \_\_\_\_ / \_\_\_\_ Observer:  
\_\_\_\_\_

Topic: \_\_\_\_\_

*Performance Scale*

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Needs Improvement</i>		<i>Average</i>		<i>Excellent</i>

INSTRUCTIONAL PROCESS	(circle one)	Suggestions / Comments
<b>Planning/Preparation:</b> <ul style="list-style-type: none"> <li>• An adequate lesson plan was developed</li> <li>• All teaching materials and aids were assembled</li> <li>• Objectives were appropriate for subject and level of learners</li> </ul>	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p>	
<b>Preflection:</b> <ul style="list-style-type: none"> <li>• Objectives were clearly presented</li> <li>• Interest was aroused early in the lesson</li> <li>• Importance of lesson was clearly communicated</li> <li>• Connection was made to previously taught material</li> </ul>	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p>	
<b>Presentation:</b> <ul style="list-style-type: none"> <li>• Teaching method(s) employed was (were) appropriate</li> <li>• Questioning and/or discussion techniques were used effectively</li> <li>• Instructor behaviors enhanced learning</li> <li>• Instructional materials and visuals were used appropriately</li> <li>• Activities were well organized and met desired outcomes</li> </ul>	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p>	
<b>Reflection/Summary:</b> <ul style="list-style-type: none"> <li>• The lesson was summarized in a clear manner</li> <li>• The objectives of the lesson were accomplished</li> <li>• A connection with future topics/lessons was made</li> </ul>	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">1 2 3 4 5</p>	
Instructional Process Points Points Awarded _____ / 75) * 190		
Self Evaluation and Reflection (10 points possible)		
Points Awarded (200 points possible)		
Overall Comments:		

**Measurement Tools (Graduate and Professional AAPs Only)**

**Assessment Oversight (All AAPs)**



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Grady Roberts, Graduate Coordinator	Agricultural Education and Communication	<a href="mailto:groberts@ufl.edu">groberts@ufl.edu</a>	352-273-2568

**Academic Assessment Plan Entry Complete:**