

Elementary Education (BAE)**BAE in Elementary Education Mission**

The School of Teaching and Learning's (STL) departmental mission is "to create and promote new knowledge and understandings about teaching and learning for the purpose of a just, compassionate, and informed citizenry. Using innovative, evidence-based practice and theory, faculty prepare and develop humane teachers, scholars, and other educational professionals to work in diverse contexts with diverse learners." The departmental mission aligns directly with the mission of the University of Florida as laid out in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas."

In support of both the institutional and departmental mission, the aim of the Unified Elementary ProTeach program is "to develop future elementary 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."

2014-15 SLO 1: Content

Demonstrate competency in subject matter for grades K - 6 in language arts, social science, mathematics, science, technology, physical education and health and the arts.

SLO Area (select one): Content (UG)

Assessment Method

Florida Teacher Certification Examination (Elementary K-6) Subject Area Examination

2014-15 SLO 2: Content

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.

SLO Area (select one): Content (UG)

Assessment Method

Educator Assessment System (EAS) tasks

2014-15 SLO 3: Critical Thinking

Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.

SLO Area (select one): Critical Thinking (UG)

Assessment Method

Educator Assessment System (EAS) tasks (specifically those assigned to EDE 4942)

2014-15 SLO 4: Communication

Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel.

SLO Area (select one): Communication (UG)

Assessment Method

Educator Assessment System (EAS) tasks (specifically those assigned to EDE 4942)

BAE in Elementary Education AAP Detail

Start: 7/1/2014

End: 6/30/2015

Progress: Ongoing

Providing Department: Elementary Education (BAE)

Responsible Roles: Director of Assessment and Accreditation (Colon, Elayne)

Research (Graduate and Professional AAPs only)

Assessment Timeline (Graduate and Professional AAPs only)

Curriculum Map (UG AAPs only)

Key: Introduced Reinforced Assessed

SLOs	ARE 4314	EDE 4942	EDF 3115	EDF 3514 or other approved course	EEX 3070	EEX 3257	EEX 3616	EME 4401	LAE 3005	LAE 4314	MAE 3312	MAE 4310	MUE 3210	RED 3307	RED 4324	SCE 4310	SDS 3430	SSE 4312
Content Knowledge																		
#1	I R A FTCE Exam			I R A FTCE Exam				I R A FTCE Exam			I		I R A FTCE Exam	I R A FTCE Exam		R		R
#2		A Pathwise Observa- tion cycle	I		I	R	R		R	R	R	R		R	R	R, A Lesson Study Assess- ment		R
Critical Thinking																		
#3		A Pathwise Observa- tion cycle	I		I	R			R	R		R		R	R	R		R
Communi- cation																		
#4		A Pre-Intern Evaluation			I		R										R - A Family Letter Task	

*Florida Teacher Certification Examination

Assessment Cycle (All AAPs)

Analysis and Interpretation: June-August
 Improvement Actions: Completed by September 1
 Dissemination: Completed by October 1

Year	10-11	11-12	12-13	13-14	14-15	15-16
SLOs						
Content Knowledge						
#1	√	√	√	√	√	√
#2	√	√	√	√	√	√
Critical Thinking						
#3	√	√	√	√	√	√
Communication						
#4	√	√	√	√	√	√

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

Student Learning Outcome	Assessment Method	Results	Use of Results for Improving Student Learning
Demonstrate competency in subject matter for grades K - 6 in language arts, social science, mathematics, science, technology, physical education and health and the arts.	Florida Teacher Certification Examination (Elementary K-6) Subject Area Examination	100% pass rate Ares of strength - mathematics with 88% average. Reading/language arts next with 81%; Weakest area is language arts (emergent literacy 50%); Social science could use improvement as well.	Examine language arts course to better align with FTCE tested items and FEAPs as well as in Social Studies.
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.	Educator Assessment System (EAS) tasks	100% achieved met or developing on all FEAPs with 98% achieving at the accomplished level for all FEAPs. The one FEAP that demonstrated the need for the most attention is FEAP 4e - Shares the importance and outcomes of student data with student and caregiver.	Determine and implement methods for improving performance on FEAPs 4e for the first demonstration in the preinternship such that the percent of students at the accomplished level increases to 50% from 35%.
Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time.	Educator Assessment System (EAS) tasks (specifically those assigned to EDE 4942)	100% pass rate with 99% at accomplished	While pass rates were excellent, the need to make the connection between student learning and the actions of the teacher still need to be explicitly clear and owned by students. Develop a means for teaching and assessing efficacy and cognition of the fact that the candidate's teaching is what determines the student's learning.
Effectively communicate with students, including students whose home language is not standard English, as well as with parents and other school personnel.	Educator Assessment System (EAS) tasks (specifically those assigned to EDE 4942)	100% pass rate	Look to further improvement in the internship or graduate year.

SLO Assessment Rubric (All AAPs)

Appendix 1: EDE 4942 Lesson Study Rubric

Name _____

Lesson Study Partners _____

Components

_____ Pathwise Lesson Plan

_____ Pathwise Reflection

_____ Explanation of achievement motivation/communication strategies used

_____ Assessment chart documenting learning of all students

_____ One to two page analysis of learning of ALL students or paragraph explanations of each student's progress

_____ Three page summary of your conclusions about teaching, learning, and assessment

_____ Student work samples (including work from target students)

_____ Critical Friends note sheets

Lesson Planning and teaching	Significantly below expectations (C or below)	Slightly below expectations (B- to C+)	Meets expectations (B)	A step above (A)
Lesson Plan (content and specificity) 6 pts	Omits components; inconsistent links between components; problems in lesson level, quality, interest level, or sequence; Insufficient detail	Good lesson-- clear links between components, clear and logical sequence within the lessons; engaging high interest lessons Needs a bit more detail in specificity of procedures/ decision rationales	Everything to the left plus: Sufficiently detailed so a substitute could teach the lesson AND decisions are well-justified with focus on target students AND lesson includes appropriate higher order objectives/tasks	
Explanation of links to achievement motivation and communication strategies 4 pts	Use of strategies linked to achievement motivation/ communication is not evident or limited		Clear evidence/ explanation of varied achievement motivation strategies AND at least two ways for teacher and students to communicate information	
Pathwise Reflection 6 pts	Limited reflection; surface level explanations for student progress	Reflection answers all questions but lacks detail	Strong reflection in most categories	Reflection is thorough and explores instructional reasons for student progress
Student Learning Analysis	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
Analysis of learning outcomes 16 pts	Vague discussion of learning of children; Does not analyze learning of ALL students; Weak analysis of learning of target students; Evidence doesn't support conclusions	Learning outcomes not clearly linked to objectives; summary and analysis of learning of ALL children; Clear analysis of what was and was not learned; Clear analysis of learning of target students; Evidence supports conclusions	Learning outcomes clearly linked to objectives; Provides summary and analysis of learning of ALL children with clear analysis of what was and was not learned; Clear analysis of learning of target students; Evidence supports conclusions	Everything to the left plus: Summary chart that is well detailed and sufficiently breaks down objectives into sub-skills
Reflective Narrative	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
Conclusions regarding teaching, learning, and assessment 16 pts	Vague conclusions or list of many possible conclusions that are not well developed; Lacks specific information about achievement motivation; lacks specific connection to the lesson study process	One or two well developed conclusions about teaching and learning but link to achievement motivation or the lesson study process is not well developed	One or two well developed conclusions about teaching and learning that are clearly linked to what we have learned about achievement motivation	More than two conclusions (about teaching, learning, and assessment) drawn from the lesson study process clearly linked to what we have learned about achievement motivation AND are well developed with clear reference/links to course readings, discussions, and Critical Friends
Collaborative Planning/Analysis	Significantly below expectations	Slightly below expect.	Meets expectations	A step above
Critical Friends Group note sheets 2 pts	Missing one or more sheets OR note sheets are sketchy			All note sheets included; notes demonstrate thoughtful collaboration

Lesson Study Key Course Tasks

Task Description:			
Students will develop, implement, and evaluate a lesson that demonstrates the use of varied communication skills to facilitate student learning. Lesson study project must include: description of varied communication strategies by both teacher and student (e.g. verbal, non-verbal, graphic), all key elements of a lesson plan, clear criteria for judging student learning, analysis of student learning (including analysis of learning of a target child with special learning needs), reflective analysis of teacher learning about student learning.			
Indicator Number & Description:	MET	MET WITH WEAKNESS	NOT MET
2.2 Demonstrates varied communication techniques that promote PK-12 student learning.	Effectively documents the impact of instruction (on student learning) that includes involves varied communication strategies.	Demonstrates the use of varied communication strategies but analysis of evidence of impact on student learning is weak.	Lesson uses only one communication strategies OR criteria for evaluation of student learning are vague or simplistic.
2.3 Communicates high expectations for all PK-12 learning.	Assessment documents learning of every student in relation to key learning objectives. Analysis clearly demonstrates knowledge of similarities and differences in students' mastery of objectives and plans for improving performance for students failing to meet expectations for learning.	Assessment documents learning of every student in relation to key learning objectives and includes plans to enhance mastery of some but not all students.	Assessment fails to document the learning of all students OR analysis includes few if any plans to enhance mastery of objectives for all students.

Final Grade	/50
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Measurement Tools (Graduate and Professional AAPs Only)

Assessment Oversight (All AAPs)

Program faculty meets regularly to review Student Learning Outcome expectations and the progress of individual students. At the College level, several groups play key roles in the regular review of Student Learning Outcomes and, more broadly, the Unit Assessment System's execution, evaluation, and improvement. To ensure that the assessment system is being managed with sufficient rigor and attention to detail and that the Unit has an eye to continuous improvement, the Associate Dean of Academic Affairs, the Director of Assessment and Accreditation, and the Assistant Dean for Student Affairs meet weekly to troubleshoot existing issues and plan next steps. The same is also true of the Director of Assessment and Accreditation and the Director of Application Development; weekly meetings are conducted to resolve any issues pertaining to the data management system employed to track student progress also to discuss and plan technological improvements specific to this system.

Other important members of the Unit assessment team include the Program Coordinators Group and the University Council on Teacher Education.

Program Coordinators Group: As the Unit continued preparations for the 2010 national reaccreditation review and more generally made the move toward collaboration across educator preparation programs and continuous improvement, the Program Coordinators Group (PCG) began regular meetings in fall 2008. This group is comprised of program coordinators and school directors of all educator preparation (i.e., National Council for the Accreditation of Teacher Education approved) programs in the Unit, including coordinators of affiliate programs housed outside of the College of Education. In years prior, the Director of Assessment and Accreditation and the Associate Dean of Academic Affairs met on a regular basis with program coordinators and their respective department chairs individually to address issues specific to the program or in "like" groupings (e.g., all secondary programs together, advanced programs together, etc.). These individual or like-program meetings were held to discuss such topics as implications of the State Rule change in 2006, reviews of the alignment of EAS tasks and rating guides to standards, and reviews of candidate ratings over time at the Met with Weakness or Not Met level. Since preparations for the 2010 NCATE/DOE visit, bimonthly meetings of the PCG have been held so coordinators can benefit from collaborating with each other to continuously improve their programs.

UCOTE: University Council on Teacher Education (UCOTE) is another group that serves a key role in the Unit's assessment system generally and more specifically its evaluation and continuous improvement. UCOTE is comprised of key stakeholders from within the university as well as administrators in the local school districts. The mission of UCOTE is to explore and discuss trends, improvements, and possibilities in professional education and to insure that the University of Florida (UF) remains at the forefront of scholarship and practice in educator preparation. UCOTE meets this mission through: (1) developing policies in all unit-wide matters relating to educator-preparation programs; (2) monitoring state and national policies and overseeing how the unit implements state and national accreditation standards; (3) advocating for educator preparation programs in the university and state; (4) creating collaborations among the university, P-12 education partners, and other external state and national education constituencies; (5) promoting collaborations across UF colleges and department especially related to professional educator preparation programs; and (6) working to create and maintain partnerships with public schools, school districts, and other groups that help improve the quality of education and educator preparation in the state.

Specific contact information regarding assessment oversight for the Elementary Education program (CIP 13.1202) is as follows:

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Academic Assessment Plan Entry Complete: