**Special Education (BAE)**

**BAE in Special Education 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 faculty in the Early Childhood studies program recognizes the importance of the three-fold mission of the University and actively seeks 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.

**2014-15 SLO 1: Content**
Demonstrate competency for children, birth to age 4, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, and safety, mental and physical health.

**SLO Area (select one):** Content (UG)

**Assessment Method**
Pass the General Knowledge Test and the Preschool Education (Birth - Age 4) Subject Area Test of the Florida Teacher Certification 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 children and developmentally appropriate practices.

**SLO Area (select one):** Content (UG)

**Assessment Method**
Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices tasks for indicators (1c, 2c, 2e, 2f, 3i,) Pathwise Observation Cycles & Pre-Internship Evaluation.

**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**
Demonstrate mastery of effective teaching practices by successful completion of the UFLI (University of Florida Literacy Initiative) Project.

**2014-15 SLO 4: Communication**
Effectively communicate with students, including students whose home language is not standard English, as well as parents and other school personnel.

**SLO Area (select one):** Communication (UG)

**Assessment Method**
Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices tasks for indicators (1c, 2c, 2e, 2f, 3i,) Pathwise Observation Cycles & Pre-Internship Evaluation.

**BAE in Special Education AAP Detail**
**Start:** 7/1/2014
**End:** 6/30/2015
**Progress:** Ongoing
**Providing Department:** Special 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: **I**ntroduced          **R**einforced          **A**ssessed

| SLOs | EDF 3122 | EDF 3433 | EEC 4215 | EEX 3012 | EEX 3062 | EEX 3226 | EEX 4754 | EEX 4790 | EEX 4812 | EME 4401 | LIN 3710 | Additional Assessment |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Content Knowledge** | | | | | | | | | | | | |
| #1 | I | R | | I | | I | I | R | R | | I | A Preschool FTCE Exam** |
| #2 | I | I | R | | R | R | I | R | A Pre-intern Evaluation | R | I | |
| **Critical Thinking** | | | | | | | | | | | | |
| #3 | | | | | A* UFLI Project Week 15 | | I | R | R | | | |
| **Communication** | | | | | | | | | | | | |
| #4 | | | | I | | | R | R | A Pre-intern Evaluation | | | A Preschool FTCE Exam |

*The UFLI Project is conducted throughout the semester. Assessment of critical thinking is done through bi-weekly discussions with instructor about the preservice teacher's evaluation of the data and teaching decisions. The final product is submitted during last week of classes.

**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<br>SLOs | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|---|---|---|---|---|---|---|
| **Content Knowledge** | | | | | | |
| #1 | X | X | X | X | X | X |
| #2 | X | X | X | X | X | X |
| **Critical Thinking** | | | | | | |
| #3 | X | X | X | X | X | X |
| **Communication** | | | | | | |
| #4 | X | X | X | X | X | X |

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

The educator preparation unit at the University of Florida instituted in 2008 a Continuous Improvement Plan (CIP) process to serve as an annual evaluation process for programs with the intent of facilitating program changes and improvements in a systematic, data-driven way. The Unit compiles annually a host of data elements regarding candidate performance, program quality, and program operations for faculty to review and analyze in a systematic way in order to make determinations of program quality and the need for modifications. Data include: admissions, candidate ratings of performance on key assignments in coursework and field experiences, student teaching or other culminating internship reports, dispositions reports, exit surveys, graduate and employer satisfaction surveys, and graduation data. The CIP addresses changes and improvements regarding program faculty teaching, research, and service, as well as the learning outcomes of students.

Initially, notebooks containing assessment data were compiled during the summer semester of 2008 and were presented to coordinators for program faculty to review early in the fall semester. Faculty were asked to respond to a set of prompts reflecting planned program changes based on the data included in notebooks or other sources identified by the program. This process was refined in fall of 2009; however, instead of compiling the data in hard copy notebooks, a password protected website was used for this purpose. Program faculty access the website to view program related materials and then complete the CIP. This process is conducted each fall with data collected on an ongoing basis and has now been integrated with the annual SACS reporting cycle and expectations for programs.

Below is the Student Learning Outcomes portion of the 2013 Continuous Improvement Plan for the Special Education (CIP 13.1001) Bachelor's degree within the Early Childhood Education program.

| Student Learning Outcome | Assessment Method | Results | Use of Results for Improving Student Learning |
|---|---|---|---|
| Demonstrate competency for children, birth to age 4, in child development, contemporary research in early childhood, cultural and linguistic diversity, strategies for engaging families, developmentally appropriate instructional practices, special services for children, screening and assessment, and safety, mental and physical health. | Pass the General Knowledge Test and the Preschool Education (Birth - Age 4) Subject Area Test of the Florida Teacher Certification Examination. | 100% of students passed the FTCE General Knowledge and Preschool Education Subject Area tests. | Results of analysis of competency area informs the program area about needed adjustments to the curriculum. |
| 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 children and developmentally appropriate practices. | Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices 1, 2 and 4 - 12, as determined by multiple instructors across the program of study. | Using the recently adopted FEAPs the practices that are comparable to the ones listed for assessment are: 1-4 and 6. 100% of students measured met the practice as Accomplished. Assessment of the Florida Reading competencies have been added to this outcome as well. 100% of students measured met the practice as Accomplished. | Results of analysis of new FEAPS and assigned tasks informs the program area about needed adjustments to the curriculum. |
| Critically evaluate your own instructional effectiveness to plan future lessons and improve your teaching of all students over time. | Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices 1, 2 and 4 - 12, as determined by multiple instructors across the program of study. | Using the recently adopted FEAPs the practices that are comparable to the ones listed are: 1-4 and 6. 100% of students measured met the practice as Accomplished. | Results of analysis of new FEAPS and assigned tasks informs the program area about needed adjustments to the curriculum. |
| Effectively communicate with students, including students whose home language is not standard English, as well as parents and other school personnel. | Demonstrate mastery of effective teaching practices by meeting Florida Educator Accomplished Practices 1, 2 and 4 - 12, as determined by multiple instructors across the program of study. | These practices are now measured through the new ESOL competencies. The competencies measured for the bachelor's degree level are ESOL 1.1, 3.1, 3.2, 3.3, 4.2, 5.1, 5.2. 100% of students assessed passed the competencies with a rating of Accomplished. | Results of analysis of new FEAPS and assigned tasks informs the program area about needed adjustments to the curriculum. |

**SLO Assessment Rubric (All AAPs)**
Appendix 1: Rubric for UFLI Case Study

**Midpoint Check**

| Notebook Requirements | EEX 3062 | EDF 3433 |
|---|---|---|
| 1. Pre-Assessments<br><br>– All parts of the Phonological Awareness Assessment and the Phonics Survey have been administered according to guidelines and all score sheets are included<br><br>– All parts of both assessments are marked and scored correctly | 5 | 20 |
| 2. Daily Tutoring Activities<br><br>– Session Log is included with daily UFLI activities listed<br><br>– At least **ten** tutoring sessions have been conducted<br><br>– Session notes are complete and all information is entered correctly<br><br>– At least **one** peer observation has been conducted, if possible | 20 | 5 |
| 3. Student Writing Journal<br><br>– Writing journal entries are included for each tutoring session conducted to this point<br><br>– Entries are labeled with session number and date<br><br>(After the midpoint check, you should return these to the student's writing book for the remainder of your tutoring sessions.) | 10 | 5 |
| 4. Report<br><br>– The report includes a description of the student and provides adequate background information<br><br>– The description indicates or describes the student's level of reading ability before tutoring sessions began | 5 | 5 |
| 5. Formatting and Professional Presentation<br><br>– The notebook meets all formatting and arrangement specifications<br><br>– The notebook has been edited for spelling, grammar, and typos<br><br>– The notebook is neat, readable, and presented as a professional artifact | 5 | 5 |
| **Total** | 45 | 45 |
| Points earned at the midpoint check will be added to points earned at the final submission to equal 100 points. | | |

**Final Submission**

| Notebook Requirements | EEX 3062 | EDF 3433 |
|---|---|---|
| 1. Points carried over from Midpoint Check<br><br>– All items from Midpoint Check remain in the notebook | 45 | 45 |
| 2. Daily Tutoring Activities<br><br>– Session Log is included with daily UFLI activities listed<br><br>– At least **21** tutoring sessions have been conducted<br><br>– Session notes are complete and all information is entered correctly<br><br>– At least **one** peer observation has been conducted<br><br>– Timed Reading Record is completed and included after session notes<br><br>– All items in this section are entered in chronological order | 5 | 5 |
| 3. Student Writing Journal<br><br>– Writing journal entries are included for all tutoring sessions<br><br>– Entries are labeled with session number and date | 5 | 5 |
| 4. Report<br><br>– The description of the student should remain the same from the midpoint check<br><br>– Scores for all assessments are reported in easy to understand terms<br><br>– Scores are compared to benchmarks and interpreted based on grade level expectations<br><br>– Strengths and needs are identified and evident from the data<br><br>– At least 5 instructional recommendations are given and described in sufficient detail to indicate knowledge of the skill and how it is effectively taught | 30 | 30 |
| 5. Reflection<br><br>– Reflection is thoughtful, honest, and professional<br><br>– Reflection includes thoughts about the tutoring process and the student's learning<br><br>– Reflection includes a self-assessment and insights on tutor's own learning | 10 | 10 |
| 6. Formatting and Professional Presentation<br><br>– The notebook meets all formatting and arrangement specifications<br><br>– The notebook has been edited for spelling, grammar, and typos<br><br>– The notebook is neat, readable, and presented as a professional artifact | 5 | 5 |
| **Total** | 100 | 100 |

**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 Education, Elementary and Special Education Bachelor's degree of the Early Childhood Education program (CIP 13.1001) is as follows:

| Name | Affiliation | Contact Information |
|------|-------------|---------------------|
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**Academic Assessment Plan Entry Complete:** ☑