

**College of Education – November 9, 2006**

University Student Learning Outcomes (Undergraduate)	Program Student Learning Outcomes	Program Curriculum	Assessment	When Assessments Are conducted	Use of Assessment Results for Continuous Improvement
<p>In addition to the assessments listed below, the College of Education utilizes two final assessments -- the Teacher Effectiveness Portfolio and the Florida Teacher Competency Exam (FTCE).</p> <ul style="list-style-type: none"> <li>The Teacher Effectiveness Portfolio is a culminating graduation requirement in the Integrated Teacher Education Program and is a demonstration of proficiency of the twelve Florida Educator Accomplished Practices (FEAPs). - (See page 7 of this document for the complete list and description.) It therefore is representative of all the university learning outcomes as indicated in the matrix below. The portfolio is completed during the students' last semester in the program.</li> <li>The Florida Teacher Competency Exam (FTCE) is a professional examination required by the State of Florida for initial certification. A passing score on this subject matter exam is required for graduation. The FTCE is completed by each student during the final semester of the program.</li> </ul>					
Aesthetic Sensibility		<p>LAE 4416 Children's Literature</p> <p>EEC 4303, EDG 4371 Creative and Affective Experience</p>	<p>Develop an expedition unit for either primary, intermediate, or middle school using children's literature that reflects ethical implications</p> <p>Choreograph a performance art that interprets a contemporary issue or current event</p>	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.
Culturally Diverse Perspective	FEAP #5 Diversity FEAP #7 Human Development and Learning (See complete descriptions below.)	<p>EDF 3201 Diversity of Human Experience</p> <p>EDG 3201 Professional Studies</p> <p>EEC 3268 Play Development and Assessment</p> <p>TSL 4520 Second Language Acquisition</p> <p>SSE 4343 Social Science &amp; Humanities</p> <p>SSE 4153 Social Studies Methods 6-12</p> <p>EEX 4201 Young Children's Special Needs</p> <p>EEX 4255 Teaching Students w/Mod/Severe Disabilities</p> <p>TSL 4344 Methods, Curr. &amp; Effectiveness</p> <p>EEC, EDE, EEX, MAE 4942; SCE, SSE</p>	<p>Field Experience – observation, log, and final paper of analysis</p> <p>Lesson Plan and Classroom Management Plan</p> <p>Develop an Expeditionary Learning Experience using plan development and assessment</p> <p>Field experience with ESOL students, detailed log with notations of strategies used</p> <p>Develop Learning Activity Package in the form of a unit</p> <p>Develop a vision of a developmentally appropriate ECSE center with modifications and considerations of classroom routines for children with various special needs.</p> <p>Develop a standards-based integrated instructional unit</p> <p>Complete an informal language proficiency assessment with an ELL student</p> <p>Lesson plans for at least three lessons per</p>	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.

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		<p>4941 Integrated Field Experience EEX 4846 Teaching Students w/ Mild/Moderate Disabilities</p> <p>EEX 4231, EDE 4470 Assessment</p> <p>MAE 4310 Math Content &amp; Processes MAE 4152 Math Methods 6-12 EEC 4510 Infants &amp; Toddlers</p> <p>EEX 4255 Teaching Students w/Mod/Severe Disabilities EEC 4300 Cognitive Experience for Young Children</p> <p>All Program Areas</p> <p>All Program Areas</p>	<p>week</p> <p>Develop one instructional game, one self-correcting material, and one homework assignment for a Sunshine State Standard in Language Arts, Mathematics, Science, and Social Studies</p> <p>Develop and assessment system including modifications for ESOL and special needs students</p> <p>Three Lesson Plans</p> <p>Three Lesson Plans: Secondary Level 12 hours of field experience with log; comprehensive profile of a specific child observed during field experience</p> <p>Develop a standards-based integrated instructional unit</p> <p>Three-part project: integrated unit plan, three lesson plans within it, justification paper for unit plan and one of the lesson plans</p> <p>Teacher Effectiveness Portfolio (TEP) is completed during Block 5 and students must address diversity competency.</p> <p>Graduating seniors complete a survey addressing all EAPs and during Spring 2005 specifically diversity.</p>	<p>TEPs are evaluated during Block 5 at the end of fall and spring terms.</p> <p>Students are surveyed just before graduation during fall and spring terms.</p>	<p>Faculty reviewed portfolios and made recommendations on how to improve the process. Analysis was done to establish consistency among raters.</p> <p>Faculty reviewed data on diversity knowledge and skills. Recommendations for infusing more application of content in methods courses were developed by faculty.</p>

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Ecological Perspective	FEAP #3 Continuous Improvement FEAP #8 Knowledge of Subject Matter (See complete descriptions below.)	All courses  EEX 4231, EDE 4470 Assessment MAE 4310 Math Content & Processes MAE 4152 Math Methods 6-12 SSE 4343 Social Science & Humanities SSE 4153 Social Science Methods 6-12 RED 4350 Literacy Content & Processes  EEC, EDE, EEX, MAE 4942; SCE, SSE 4941 Integrated Field Experience	Reflection Papers and Justification Papers Action Research Proposal (Plan) Three Lesson Plans  Three Lesson Plans: Secondary Level Develop Learning Activity Package in the form of a unit  Develop a group of materials (science or social studies) for intermediate or middle grade students Lesson plans for at least three lessons per week	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.
Effective Communication	FEAP #2 Communication FEAP #11 Role of the Teacher (See complete descriptions below.)	MAE 4310 Math Content & Processes MAE 4152 math Methods 6-12 EDG 3201 Professional Studies EDF 3201 Diversity of Human Experience  EEC 4510 Infants & Toddlers  EED 4401 Relations Across Family, School, Community	Three Lesson Plans  Three Lesson Plans: Secondary Level Lesson Plan and Classroom Management Plan Field Experience – observation, log, and final paper of analysis 12 hours of field experience with log; comprehensive profile of a specific child observed during field experience Develop a standards-based integrated instructional unit Design a partnership plan involving families, schools, and communities	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.
Ethical Responsibility	FEAP # 6 Ethics (See complete descriptions below.)	LAE 4416 Children's Literature	Develop an expedition unit for either primary, intermediate, or middle school using children's literature that reflects ethical implications	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.
Information Literacy	FEAP #1 Assessment FEAP#7 Human Development and Learning FEAP #8 Knowledge of Subject Matter	RED 4310 Early Learning Literacy  MAE 4310 Math Content & Processes MAE 4152 Math	Field Experience – Informal assessment tools administered to students in reading, phonics, writing Three Lesson Plans  Three Lesson Plans:	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program

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	FEAP #10 Planning (See complete descriptions below.)	<p>Methods 6-12 SCE 4310 Science Methods</p> <p>SCE 4330 Science Methods 6-12 SSE 4343 Social Science &amp; Humanities SSE 4153 Social Science Methods 6-12 TSL 4344 Methods, Curriculum &amp; Effectiveness</p> <p>EEC,EEX,EDE, MAE 4942; SCE, SSE 4941 – Integrated Field Experience EDE 4304 Integrated Math &amp; Science</p> <p>EEX 4231, EDF 4470 – Assessment &amp; Action Research</p> <p>EEC, EEX, EDE, MAE, SCE, SSE 4940 Final Internship EDF 3201 Diversity of Human Experience</p> <p>EEC 4510 Infants &amp; Toddlers</p> <p>EEC 4300 Cognitive Experience for Young Children</p> <p>EEX 4255 Teaching Students w/Mod/Severe Disabilities</p>	<p>Secondary Level Two original lesson plans (one science, one health) Lesson Plans: Secondary Level Develop Learning Activity Package in the form of a unit.</p> <p>Complete an informal language proficiency assessment with an ELL student Lesson plans for at least three lessons per week</p> <p>Integrated unit of study including SSS, unifying concept, essential questions, summative assessment, scoring rubric, Goal 3 Standards, skills an concept map, formative assessments, and a reflection paper Development of an assessment system including modifications for ESOL and special needs students Integrated unit of study</p> <p>Field Experience – observation, log, and final paper of analysis 12 hours of field experience with log; comprehensive profile of a specific child observed during field experience 12 hours of field experience with log; comprehensive profile of a specific child observed during field experience</p> <p>Three-part project: integrated unit plan, three lesson plans within it, justification paper for unit plan and one of the lesson plans Develop one instructional game, one self-correcting material, and one</p>		improvement.

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		<p>RED 4350 Literacy Content &amp; Processes</p> <p>EDG 3201 Professional Studies</p> <p>EEC 3268 Play Development and Assessment</p> <p>EEC 4303, EDG 4371 Creative and Affective Experience</p> <p>EEC 4401 Relations Across Family School, Community</p> <p>EDE 4304 Integrated Math &amp; Science</p>	<p>homework assignment for a Sunshine State Standard in Language Arts, Mathematics, Science, and Social Studies</p> <p>Develop a group of materials (science or social studies) for intermediate or middle grade students</p> <p>Lesson Plan and Classroom Management Plan</p> <p>Develop an Expeditionary Learning Experience using plan development and assessment</p> <p>Choreograph a performance art that interprets a contemporary issue or current event</p> <p>Design a partnership plan involving families, schools, and communities</p> <p>Integrated unit of study including SSS, unifying concept, essential questions, summative assessment, scoring rubric, Goal 3 Standards, skills an concept map, formative assessments, and a reflection paper</p>		
Problem-Solving Abilities	FEAP #4 Critical Thinking FEAP # 7 Human Development and Learning (See complete descriptions below.)	<p>MAE 4310 Math Content &amp; Processes</p> <p>MAE 4152 Math Methods 6-12</p> <p>SCE 4310 Science Methods</p> <p>SCE 4330 Science Methods 6-12</p> <p>SSE Social Science &amp; Humanities</p> <p>SSE 4153 Social Science Methods 6-12</p> <p>EEC 4300 Cognitive Experience for Young Children</p> <p>EDF 3201 Diversity of Human Experience</p> <p>EEC 4510 Infants &amp;</p>	<p>Three Lesson Plans</p> <p>Three Lesson Plans: Secondary Level</p> <p>Two original lesson plans (one science, one health)</p> <p>Lesson Plans: Secondary Level</p> <p>Develop Learning Activity Package in the form of a unit</p> <p>Three-part project: integrated unit plan, three lesson plans within it, justification paper for unit plan and one of the lesson plans</p> <p>Field Experience – observation, log, and final paper of analysis</p> <p>12 hours of field</p>	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.

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		<p>Toddlers</p> <p>EEX 4255 Teaching Students w/Mod/Severe Disabilities</p> <p>EEX 4846 Teaching Students w/Mild/Moderate Disabilities</p>	<p>experience with log; comprehensive profile of a specific child observed during field experience</p> <p>Develop a standards-based integrated instructional unit</p> <p>Develop one instructional game, one self-correcting material, and one homework assignment for a Sunshine State Standard in Language Arts, Mathematics, Science, and Social Studies</p>		
Technological Literacy	FEP # 12 Technology (See complete descriptions below.)	<p>EDG 3201 Professional Studies</p> <p>EEC 3268 Play Development and Assessment</p> <p>EDE 4304 Integrated Math &amp; Science</p>	<p>Lesson Plan and Classroom Management Plan</p> <p>Develop an Expeditionary Learning Experience using plan development and assessment</p> <p>Integrated unit of study including SSS, unifying concept, essential questions, summative assessment, scoring rubric, Goal 3 Standards, skills an concept map, formative assessments, and a reflection paper</p>	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.
Community Awareness and Involvement	FEAP # 11 Role of the Teacher FEAP # 9 Learning Environments (See complete descriptions below.)	<p>EDF 3201 Diversity of Human Experience</p> <p>EEC 4510 Infants &amp; Toddlers</p> <p>EED 4401 Relations Across Family, School, Community</p> <p>EDG 3201 Professional Studies</p> <p>EEC 4510 Infants &amp; Toddlers</p>	<p>Field Experience – observation, log, and final paper of analysis</p> <p>12 hours of field experience with log; comprehensive profile of a specific child observed during field experience</p> <p>Design a partnership plan involving families, schools, and communities</p> <p>Lesson Plan and Classroom Management Plan</p> <p>12 hours of field experience with log; comprehensive profile of a specific child observed during field experience</p>	All assessments are course specific.	We are initiating a new assessment process in the spring of 2005. Beginning at the end of the spring semester 2005, data will be gathered and utilized for program improvement.

## Program Description:

See pages 10-11 in the 2006-2007 University Catalogs for a complete description of the Undergraduate Student Learning Outcomes.

### Florida Educator Accomplished Practices (FEAPs) – Preprofessional

1. **Assessment** – The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.
2. **Communication** – The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
3. **Continuous Improvement** – The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.
4. **Critical Thinking** – The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.
5. **Diversity** – The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
6. **Ethics** – The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
7. **Human Development and Learning** – Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.
8. **Knowledge of Subject Matter** – The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.
9. **Learning Environments** - The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.
10. **Planning** – Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.
11. **The Role of the Teacher** - The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.
12. **Technology** - The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.