

UNIT REPORT

Special Education (BAE) - Reviewer's Report - Academic Data

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Special Education (BAE)

BAE in Special Education Mission

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.

Start: 07/01/2017

End: 06/30/2018

PG 1 Assist UEC students to clearly articulate

Goal: Assist UEC students to clearly articulate their role in effecting child outcomes as a result of their instruction.

Evaluation Method:

Senior Capstone Project: Students received intensive training in a reading tutoring program the University of Florida Reading Initiative (UFLI). Following the training, students assess certain components of reading and tutor a struggling reader for a minimum of 25 sessions. Assessment is through the use of a rubric with requirements for each section.

Results:

100% of the students participated in the training and successfully tutored a first grade struggling reader. Strengths: 1) UEC students are successful in assessment and implementation of the program as demonstrated by the progress that the tutored student makes. 2) UEC students are able to take appropriate data to document student learning. 3) UEC students are beginning to demonstrate an understanding of their role in effecting the reading improvement. Areas for improvement: 1) UEC students still struggle with determining specific strategies to use based on data collected. 2) UEC students struggle with identifying teaching strategies in which to implement diversified techniques to accommodate multiple learning styles and ability levels in a lesson.

XOn Campus: true

XProgram CIP: 13.1001

XOnline: true

XOther Site:

XIf Other Site:

PG 2 provide professional development

Goal:

Continue to: 1) provide professional development to Baby Gator, Head Start, and Community-based childcare teachers, and 2) serve on Early Learning Coalition committees.

Evaluation Method:

Annual Faculty Reports

Results:

Support to community-based agency include: 1 faculty member of ELC Advisory Board; 3 faculty serve on Head Start committees, 1 faculty on advisory board for SFC. 2 faculty on readiness advisory committee for SBAC; 1 faculty member provided PD workshops to Head Start; 1 faculty worked collaboratively with BG and HS to develop practicum opportunities and international visits, faculty worked to partner in creation of CHILD Center.

XOn Campus: true

XProgram CIP: 13.1001

XOnline: true

XOther Site:

XIf Other Site:

PG 3 Survey the JBE and Irby teachers

Goal: Survey the JBE and Irby teachers for their satisfaction with interns and suggestions for additional collaboration.

Evaluation Method:

Survey of field-based supervisors

Results:

Survey was not provided to JBE or Irby school. Instead, focus was on expanding host sites for internship and practicum students.

XOn Campus: true

XProgram CIP: 13.1001

XOnline: true

XOther Site:

XIf Other Site:

PG 4 recruitment activities

Goal: Plan and begin recruitment activities to increase enrollment to include 30 students admitted in the fall semester.

Evaluation Method:

Assessment is the number of students applied, admitted, & enrolled as juniors to the program.

Results:

2018 cohort enrollment was 15 students. 2017 cohort added 3 students as readmits to the program, bringing the total to 17 students.

XOn Campus: true

XProgram CIP: 13.1001

XOnline: true

XOther Site:

XIf Other Site:

SLO 1 Content

Outcome:

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. 100% pass rate.

SLO Not Assessed This Year:

Results:

14 of the 14 students taking the General Knowledge Test passed (100%). 17 of the 17 students taking the Preschool Education (Birth - Age 4) Subject Area Test of the Florida Teacher Certification Examination passed (100%).

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 14

How many students met the outcome?: 14

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

SLO 2 Content

Outcome:

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. 100% pass rate of "Met" or "Met with Weakness"

SLO Not Assessed This Year:**Results:**

100% of students (14 of 14) measured met all of the indicators at the "accomplish" level for identified indicators.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 14

How many students met the outcome?: 14

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

SLO 3 Critical Thinking

Outcome: 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. 100% pass rate of "Met" or "Met with Weakness"

SLO Not Assessed This Year:**Results:**

100% (14/14) met the criteria for demonstrating mastery of effective teaching practices by successfully completing the UFLI project.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 14

How many students met the outcome?: 14

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

SLO 4 Communication**Outcome:**

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. 100% pass rate of "Met" or "Met with Weakness"

SLO Not Assessed This Year:**Results:**

100% of students (14 of 14) measured met all of the indicators at the "accomplish" level for identified indicators.

Start: 07/01/2017

End: 06/30/2018

Threshold of Acceptability: 100

How many students did you assess for this outcome?: 14

How many students met the outcome?: 14

What percentage of students met the outcome?: 100

Does this meet your threshold of acceptability?: Yes

2017-2018 Programmatic Use of Results PGs

Program: Special Education (BAE)

Programmatic Use of Results:

- The instructors for EEX 3062 and EDF 3433 worked collaboratively to assist students to develop strategies based on data collection. Additionally, practicum expectations and requirements were adjusted to allow students more practice with planning effective intervention and data collection methods.
- Faculty reviewed and discussed ongoing engagement with local agencies and decided to continue these efforts.
- UEC Program director has worked with new schools and host sites to establish a more varied and diversified experience for students completing internship and practicum. We included Baby Gator, Head Start, Newberry Elementary, and Meadowbrook to the list of schools we collaborated with.
- UEC faculty have worked together to create an Early Childhood Studies brochure that will be used for marketing and recruitment events. Faculty have been in planning meetings with ETC to identify ways to reach more students via social media and targeted campaigns (this has included updating the website and creating a video profile of 1 faculty member). Additionally, faculty have identified dates of local recruitment fairs and information sessions that will be attended by a UEC representative.

Program Results Not Reported This Year:

2017-2018 SLO Programmatic Use of Results Item

Program: Special Education (BAE)

Programmatic Use of Results:

- The pass rate was as anticipated. The faculty used this information to inform the program of any weaknesses in competency areas.
- Results indicated that students are passing the FEAPs at a satisfactory level. The faculty used this assessment to review other areas of FEAP progress.
- The faculty teaching EDF 3433 and EEX 3062 used the results to update assignments as needed.
- Although students met accomplished levels for the FEAPs, faculty did score ESOL standards expectations lower, with students scoring in the "developing" range in all indicators except for 3.2 and 4.1

Program Results Not Reported This Year:

BAE in Special Education AAP Detail

End: 06/30/2018

Start: 07/01/2017

Providing Department: Special Education (BAE)

Assessment Cycle (All AAPs):

Analysis and Interpretation: June-August

Improvement Actions: Completed by September 1

Dissemination: Completed by October 1

Year	13-14	14-15	15-16	16-17	17-18	18-19
SLOs						
Content Knowledge						
#1	Ö	Ö	Ö	Ö	Ö	Ö
#2	Ö	Ö	Ö	Ö	Ö	Ö
Critical Thinking						
#3	Ö	Ö	Ö	Ö	Ö	Ö
Communication						
#4	Ö	Ö	Ö	Ö	Ö	Ö

SLO Assessment Rubric (All AAPs):

Attached Files

Methods and Procedures (UG and Certificate AAPs):

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.

Curriculum Map (UG AAPs only):

Key: Introduced

Reinforced

Assessed

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.