



Academic Learning Compact

Elementary Education K-6

Program Mission Statement

The Elementary Education Program educates and inspires undergraduate students to become reflective leaders in diverse educational settings. It empowers students by the faculty researching and modeling dynamic learning strategies that students implement in authentic field experiences. Faculty is committed to preparing teacher candidates to be effective in a variety of educational settings and with diverse populations of students, including urban settings.

Field and clinical experiences are designed to provide diversity throughout the clinical continuum. Varied placements in student composition, grade levels, school settings, and types of students provide a broad range of experiences for candidates. Faculty and students collaborate with local and global partners to impact curriculum design, teaching and learning.

The core learning objectives of the elementary program are correlated with the NCATE Standards, rigorous Subject Matter Content Standards for Florida Teachers, the Conceptual Framework of the College of Education and Human Services, and learned societies (e.g. International Reading Association, National Council of Teachers of Math), the Florida standards for ESOL Teachers, Reading Competencies, and the Florida Educator Accomplished Practices, pre-professional level.

All faculty conduct scholarship for advancement of the professional knowledge base; and service to the University, P-12 schools, the profession, and the community. All faculty have published in peer reviewed journals; contribute at professional conferences, foster transformational community experiences in public schools. Some exemplary examples include the Poetry Science Stars after school program, Gifted Writing Camp, and Family Literacy Festival.

Student Learning Outcomes

Graduates will be able

Content/Discipline-Specific Knowledge/Skills

- Align instruction with state-adopted standards at the appropriate level of rigor
- Sequence lessons and concepts to ensure coherence and required prior knowledge
- Design instruction for students to achieve mastery
- Select appropriate formative assessments to monitor learning
- Use diagnostic student data to plan lessons
- Develop learning experiences that require students to demonstrate a variety of applicable skills and competencies

Communication Skills

- Organize, allocate, and manage the resources of time, space, and attention
- Manage individual and class behaviors through a well-planned management system
- Convey high expectations to all students
- Respect students' cultural, linguistic and family backgrounds
- Model clear, acceptable oral and written communication skills
- Maintain a climate of openness, inquiry, fairness, and support
- Integrate current information and communication technologies
- Adapt the learning environment to accommodate the differing needs and diversity of students
- Utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
- Relate and integrate the subject matter with other disciplines and life experiences
- Employ higher-order questioning techniques
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement

Critical Thinking Skills

- Deliver engaging and challenging lessons
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
- Identify gaps in students' subject matter knowledge
- Modify instruction to respond to preconceptions or misconceptions
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
- Utilize student feedback to monitor instructional needs and to adjust instruction
- Analyze and apply data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process
- Design and align formative and summative assessments that match learning objectives and lead to mastery.
- Use a variety of assessment tools to monitor student progress, achievement and learning gains
- Modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
- Share the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
- Apply technology to organize and integrate assessment information

Other Skills (Opt.)

- Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs
- Examine and use data-informed research to improve instruction and student achievement
- Collaborate with the home, school, and larger communities to foster communication and to support student learning and continuous improvement
- Engage in targeted professional growth opportunities and reflective practices
- Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons

Assessment Approaches

UNF graduates of the B.A.E program in Elementary Education (K-6) program will demonstrate mastery of content knowledge and teaching skills through proficiency in core, major, and clinical experiences. It is expected that teacher candidates apply knowledge throughout the program by demonstrating understanding, competence, and effective implementation of the knowledge base related to child development and learning processes.

The path to excellence involves recognizing, documenting and preserving the aspects of our curriculum and teaching that are effective, identifying those areas that need to be improved, and acting to bring about change where it is needed. A clear, comprehensive assessment plan, carried out objectively, and used to inform decision-making is at the heart of these efforts. Although accrediting bodies require assessment of student learning, enhancement of learning is the compelling reason to undertake assessment. Student learning is the most important product of our professional activity, and understanding our

strengths and weaknesses is a key part of our professional development.

The assessment outlined in this CELT Program Assurance System is characterized by faculty control of the measurement of student learning, and appropriately places the responsibility for curricular revision with the program's faculty. Assessments offer a framework through which we can identify, collect, and prepare data to evaluate the attainment of Program Educational Objectives, Student Learning Outcomes, and Performance Indicators.