### Undergraduate Degree Program

#### Elementary Education - BS

### Mission Statement

First, the program seeks to prepare elementary education teachers who have the knowledge, abilities, and dispositions to facilitate and enhance learning and development within diverse settings. Second, faculty in the program seek to promote and facilitate the discovery, development, documentation, assessment and dissemination of knowledge related to teaching and learning at the Elementary level. The third part of the program's mission is to develop professional partnerships in the larger community that foster significant educational, social, economic and political change in regards to Elementary Education.

### Student Learning Outcomes

FIU Elementary Education - BS graduates should be able to achieve the following:

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<tr>
<th>Content/Discipline Knowledge Skills</th>
<th>Direct Measures</th>
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</thead>
<tbody>
<tr>
<td>Elementary Education candidates demonstrate knowledge of Elementary Education content across various fields (Language Arts, Mathematics; Music and Visual Arts, Physical Health, Science and Technology, and Social Science).</td>
<td>Procedure: A 3 point rubric (Target, Acceptable, Unacceptable) will be used to evaluate candidates’ performance on an analytical reaction paper that focuses on what candidates need to know related to social and cultural issues in classrooms. Results will be aggregated and analyzed. This paper is completed as the critical task for EDF 4604, which is a senior level course. A panel of 2 faculty members will review the papers. Each faculty member will evaluate the papers independently, and inter-rater reliability statistics will be run.</td>
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### Sampling:

10 or 10%, whichever is greater, of the papers posted on Taskstream by Elementary Education - BS candidates.

### Minimum Criteria for Success:
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<tr>
<th>Education candidates know pedagogical content knowledge relevant to teaching and learning.</th>
<th>Candidates will demonstrate knowledge, reflective of related dispositions, at acceptable or target levels on a three level rubric.</th>
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<tr>
<td><strong>Procedure:</strong></td>
<td>Results of candidates’ performance on the Professional Education Florida Teacher Certification Exam (overall results and subtests) will be aggregated and analyzed. Candidates typically take this exam in their senior year. Aggregated data from each of the competency sub-areas (Assessment, Communications, Continuous Improvement, Critical Thinking, Diversity, Ethics, Human Development and Learning, Subject Matter, Learning environment, Planning, Role of the Teacher, Technology, Foundations of Education and ESOL) will be analyzed. Data will be analyzed for trends (3 years of data) in candidates’ performance in the sub-areas.</td>
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<tr>
<td><strong>Sampling:</strong></td>
<td>Seniors in Elementary Education - BS</td>
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<td><strong>Minimum Criteria for Success:</strong></td>
<td>Candidates will pass the FTCE Professional Education exam.</td>
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**Technology Integration:**

Students will increase their awareness of technology available as resources and increase their use of such technology by students.

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<th><strong>Procedure:</strong></th>
<th>Students will cite at least one tech source in their lesson plans (where applicable). Students will be assessed not only in the actual use of technology as a resource, but how they are including technology as a component in their lesson plan. A 5 point Rubric will be used to evaluate their performance.</th>
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<tr>
<td><strong>Sampling:</strong></td>
<td>All students</td>
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<tr>
<td><strong>Minimum Criteria for Success:</strong></td>
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</table>
### Critical Thinking Skills

**Elementary Education candidates demonstrate the ability to abstract meaning from one experience and carry it forward and apply it to a new situation by calling on his/her store of past knowledge as a source of data to solve new challenges (Applying Past Knowledge to New Situations).**

### Direct Measures

**Procedure:**

A 3 point (Target, Acceptable, Unacceptable) rubric will be used to evaluate candidates’ performance on a lesson plan that candidates develop to demonstrate understanding of important general pedagogical principles (EDG 3321). Candidates will complete this critical task during the first half of their upper division teacher preparation coursework. Results will be aggregated and analyzed. A panel of 2 faculty members will review the papers. Each faculty member will evaluate the papers independently, and inter-rater reliability statistics will be run.

**Sampling:**

10 or 10% (whichever is greater) of the papers posted on Taskstream by Elementary Education - BS candidates in EDG 3321

**Minimum Criteria for Success:**

100% of candidates will demonstrate skills and related dispositions at acceptable or target levels on the three level rubric.

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### Communication Skills

**Elementary Education candidates demonstrate the ability to**

### Direct Measures

**Procedure:**

Students are expected to obtain a minimum average score of 3.
A 3 point (Target, Acceptable, Unacceptable) rubric will be used to evaluate candidates' performance on the development of a Continuum of Students' Literacy Abilities. This continuum reflects candidates' abilities to utilize assessment data and other cultural and social factors to critically analyze students' strengths and learning needs. Candidates will complete this critical task in RED 4110, which is clinical course experience that candidates take the semester just prior to their student teaching experience. The continuums are constructed by teams of 3-4 candidates working with assessment/instruction data from their respective students. Results will be aggregated and analyzed. A panel of 2 faculty members will review the papers. Each faculty member will evaluate the papers independently, and inter-rater reliability statistics will be run.

**Sampling:**
10 or 10% (whichever is greater) of the papers posted on Taskstream by Elementary Education - BS candidates in EDG 3321

**Minimum Criteria for Success:**
Candidates will demonstrate skills and related dispositions at acceptable or target levels on the three level rubric.

show sensitivity to the needs of others (including individual and cultural differences among students) while being a cooperative team member.