ELEMENTARY EDUCATION/ESOL/READING B.A.

Mission Statement

The mission of the Department of Teacher Education and Educational Leadership (TEEL) is to prepare students to become Empowered Professionals Making a Difference. Programs are designed to provide students with Knowledge, opportunities to take Action, and Leadership skills in order to produce graduates who are Decision Makers, Problem Solvers, Critical Thinkers, Lifelong Learners, Counselor/Mentors, and Ethical Moral Professionals.

Student Learning Outcomes

The UWF Teacher Education graduate should be able to do the following:

Content

(Professional Education Unit Conceptual Framework: Problem Solver)

Instruction:
1. Design and deliver effective instruction for elementary students to achieve mastery of state adopted standards (FEAPs 1.a, 1.c, 3.a, 1.b).
2. Deepen and enrich elementary students’ knowledge of subject matter through integration of disciplines and life experiences (FEAPs 3.b, 3.e).
3. Apply varied instructional strategies and resources, including appropriate technology to provide comprehensible instruction (FEAPs 3.g, 2.g).

Assessment:
4. Select and use a variety of formative and summative assessment tools to monitor elementary student progress, achievement and learning gains (FEAPs 4.c, 1.d, 4.b).
5. Collaborate with colleagues to analyze and apply data from multiple assessments to diagnose elementary students’ learning needs and differentiate instruction based on those needs (FEAPs 4.a, 1.e, 3.h, 3.c, 3.d).

Critical Thinking

(Professional Education Unit Conceptual Framework: Critical Thinker)

1. Design and implement learning experiences that require elementary students to demonstrate a variety of competencies and skills (FEAP 1.f).
2. Develop a repertoire of realistic projects and problem solving activities including higher-order questioning techniques to improve elementary students’ life skills and creative thinking abilities (FEAP 3.f).

**Communication**

*(Professional Education Unit Conceptual Framework: Counselor/Mentor)*

1. Convey high expectations to all elementary students through support, encouragement, and immediate, specific feedback (FEAPs 2.c, 3.i).
2. Model clear, acceptable oral and written communication skills (FEAP 2.e).
3. Share the importance and outcomes of elementary student assessment data with the student and the student’s parent/caregiver(s) (FEAP 4.e).
4. Collaborate with the home, school and larger communities to foster communication and support elementary student learning (FEAP 5.c).

**Values/Integrity**

*(Professional Education Unit Conceptual Framework: Lifelong Learner)*

1. Design purposeful professional goals to strengthen the effectiveness of elementary instruction (FEAP 5.a).
2. Engage in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues (FEAP 5.d).
3. Adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, and fulfill the expected obligations to elementary students, the public, and the elementary education profession (FEAP 6.a, 6.b, 6.c, 6.d).

**Diversity Skills**

*(Professional Education Unit Conceptual Framework: Ethical Moral Professional)*

1. Respect elementary students’ cultural, linguistic and family background (FEAP 2.d).
2. Apply appropriate instructional and assessment strategies to meet all elementary students’ needs (FEAP 4.d).
3. Adapt the learning environment to accommodate the diversity of elementary students (FEAP 2.h).
4. Maintain a climate of openness, inquiry, fairness and support (FEAP 2.f).

**Assessment of Student Learning Outcomes**

The 2010 Florida Accomplished Practices are grouped into UWF’s domains and are broken into the smaller Student Learning Objectives seen in the Academic Learning Compact and referred to here as indicators. The indicators are integrated into individual course activities common to all sections of a particular course. As activities are completed, they are assessed through common rubrics. Progress on the 2010 FEAP indicators is entered into a database in Tk20 at the conclusion of the semester or in a subsequent semester as needed in the case of a student not meeting the SLO.

Collective data are used to track individual student’s achievement of the 2010 FEAPs. An individual student’s data are checked prior to graduation to be sure each student has achieved mastery in each 2010
FEAP. The data are also analyzed and used in programmatic continuous improvement to affect policy, initiate broad curricular changes as needed, and to modify individual course activities and assessments.

**Job Prospects for Students in Teacher Education:**

Florida, with six of the 20 largest school districts in the U.S., has a tremendous need for teachers, including a critical need for the areas of middle school mathematics and science, reading, technology, and exceptional student education. State estimates indicate that a minimum of 20,000-50,000 teachers per year will be needed over the next several years, thereby guaranteeing jobs for graduates of state approved programs. UWF currently offers programs for:

- Elementary school teachers who teach K-6 grade children reading, language arts, mathematics, science, and social sciences, managing their behavior, and assist in the development of children’s social and interpersonal skills;

- Exceptional student education teachers who work with a variety of special educational needs and teach gifted, learning disabled, behaviorally challenged, and physically handicapped children.

**Find out More about Teacher Education and Educational Leadership at UWF:**

http://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/undergraduate-majors/elementary-esol-reading/