



Operational Excellence and Assessment Support

Academic Learning Compacts

College of Education and Human Performance Academic Learning Compacts

Technical Education and Industry Training - B.S.

Discipline Specific Knowledge, Skills, Behavior and Values

1. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of critical thinking. This includes knowledge and skills such as: applying human development and learning theories, designing and aligning instruction with state-adopted standards, and developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.
3. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of ethics, continuous improvement and responsibility.
4. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of content knowledge specific to their subject matter area.
5. Students will demonstrate they are highly qualified technical trainers/educators based upon the following Educator Accomplished Practices (also referred to as FEAPs): Quality of Instruction, including (1) Instructional Design and Lesson Planning, applying concepts from human development and learning theories and (2) The Learning Environment, in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, (3) Instructional Delivery and Facilitation, in utilizing a deep and comprehensive knowledge of the subject taught and (4) Assessment, in analyzing and applying data from multiple assessments and measures to match learning objectives that lead to mastery. Also included is (5) Continuous Improvement, Responsibility and Ethics as well as (6) Professional Responsibility and Ethical Conduct. These standards collectively represent the discipline specific knowledge, skills, attitudes and beliefs applicable to graduates from this program. Embedded in these standards are explicit requirements in the areas of communication skills; (2) The Learning Environment and

critical thinking skills; (3) Instructional Delivery and Facilitation; thereby aligning this assessment with U.C.F. strategic goals.

Critical Thinking

- 1. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of assessment. This includes knowledge and skills such as: analyzing and applying data from multiple assessments and measures to diagnose students' learning needs; designing and implementing instruction based on those needs; designing and aligning formative and summative assessments that match learning objectives and lead to mastery; using a variety of assessment tools to monitor student progress, achievement and learning gains; modifying assessments and testing conditions to accommodate different learning styles and varying levels of knowledge; sharing the importance and outcomes of student assessment data with the student; and applying technology to organize and integrate assessment information.**
- 2. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of communication. This includes knowledge and skills such as: designing and implementing instruction to accommodate different learning styles and varying levels of knowledge, applying technology in the delivery of instructions, collaborating with peers to reflect and evaluate the teaching and learning process and utilize feedback to monitor instructional needs and to adjust instruction.**
- 3. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of critical thinking. This includes knowledge and skills such as: applying human development and learning theories, designing and aligning instruction with state-adopted standards, and developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.**
- 4. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.**
- 5. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of content knowledge specific to their subject matter area.**
- 6. Students will demonstrate they are highly qualified technical trainers/educators based upon the following Educator Accomplished Practices (also referred to as FEAPs): Quality of Instruction, including (1) Instructional Design and Lesson Planning, applying concepts from human development and learning theories and (2) The Learning Environment, in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, (3) Instructional Delivery and Facilitation, in utilizing a deep and comprehensive knowledge**

of the subject taught and (4) Assessment, in analyzing and applying data from multiple assessments and measures to match learning objectives that lead to mastery. Also included is (5) Continuous Improvement, Responsibility and Ethics as well as (6) Professional Responsibility and Ethical Conduct. These standards collectively represent the discipline specific knowledge, skills, attitudes and beliefs applicable to graduates from this program. Embedded in these standards are explicit requirements in the areas of communication skills; (2) The Learning Environment and critical thinking skills; (3) Instructional Delivery and Facilitation; thereby aligning this assessment with U.C.F. strategic goals.

Communication

- 1. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in the area of assessment. This includes knowledge and skills such as: analyzing and applying data from multiple assessments and measures to diagnose students' learning needs; designing and implementing instruction based on those needs; designing and aligning formative and summative assessments that match learning objectives and lead to mastery; using a variety of assessment tools to monitor student progress, achievement and learning gains; modifying assessments and testing conditions to accommodate different learning styles and varying levels of knowledge; sharing the importance and outcomes of student assessment data with the student; and applying technology to organize and integrate assessment information.**
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- 4. Students will demonstrate knowledge, skills, and dispositions required of technical trainers/educators in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative.**
- 5. Students will demonstrate they are highly qualified technical trainers/educators based upon the following Educator Accomplished Practices (also referred to as FEAPs): Quality of Instruction, including (1)**

Instructional Design and Lesson Planning, applying concepts from human development and learning theories and (2) The Learning Environment, in maintaining a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, (3) Instructional Delivery and Facilitation, in utilizing a deep and comprehensive knowledge of the subject taught and (4) Assessment, in analyzing and applying data from multiple assessments and measures to match learning objectives that lead to mastery. Also included is (5) Continuous Improvement, Responsibility and Ethics as well as (6) Professional Responsibility and Ethical Conduct. These standards collectively represent the discipline specific knowledge, skills, attitudes and beliefs applicable to graduates from this program. Embedded in these standards are explicit requirements in the areas of communication skills; (2) The Learning Environment and critical thinking skills; (3) Instructional Delivery and Facilitation; thereby aligning this assessment with U.C.F. strategic goals.

Assessment of Technical Education and Industry Training - B.S. Outcomes

These outcomes will be assessed using a variety of assessment methods, including:

- **Tests**
- **Projects**
- **Evaluation rubrics**
- **Internships/directed field experiences**