October 11, 2010

Dr. Genae Crump, Program Director  
Education Preparation  
Suite 126  
Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400

Dear Dr. Crump:

Attached is the Florida A&M University College of Education 2010 Summary Report for Continuing Program Approval Standards. We anxiously await the team’s arrival for our November 7-10, 2010 site visit. We are providing an electronic version of the document as an attachment and will hand deliver a hard copy and thumb drive for team members.

Thank you for your assistance in preparation for our visit. We look forward to host the team in November. Should you need additional information and clarification, please feel free to contact me by phone at (850) 561-2989 or by email at genniver.bell@famu.edu.

Sincerely,

[Signature]

Genniver C. Bell, Ed.D.  
Dean, College of Education

Ce: Dr. Larry Daniel  
Mrs. Eileen McDaniel  
Ms. Rebekah Harris
Introduction

Florida Agricultural and Mechanical University was founded as the State Normal College for Colored Students, and on October 3, 1887, it began classes with fifteen students and two instructors. Today, FAMU, as it has become affectionately known, is the premiere school among historically black colleges and universities. Prominently located on the highest hill in Florida’s capital city of Tallahassee, Florida A&M University remains the only historically black university in the eleven member State University System of Florida. FAMU encourages and supports innovative teaching, research and public service, enhanced by informational and instructional technology and distance learning. It also provides service programs through cooperative extension, technology transfer, international affairs and a variety of public service programs to ever-broadening, diversified constituencies. While the University will continue its mission of meeting the needs of African Americans and other minorities, it also works assiduously to provide educational opportunities for all racial, religious and national groups without regards to age, gender or disability who have the potential to benefit from a sound education.

Florida A&M University (FAMU) offers 62 bachelor’s degrees in 94 majors/tracks, and 37 master’s degrees with 50 majors/tracks and one specialist degree program. The university has 13 schools and colleges and one institute. FAMU offers three professional degrees: the JD, PharmD, and the doctor of physical therapy. FAMU also has 11 doctoral degree programs including 10 Ph.D. degrees and one doctor of public health.

The College of Education can be considered the cornerstone college of Florida A&M University; it was the first and only college, department or major within the university at its inception in 1887. The College of Education (COE) currently retains its position of acclaim associated with superior accomplishment at this university and within the nation. The COE remains among the top producers of African-American teachers in the United States.

The primary mission of the college is the production of exemplary professionals to serve in educational institutions who are informed, proactive, competent, and reflective practitioners. The College of Education administers the pre-service and in-service professional education and graduate programs encompassed within five (5) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education and Foundations; Health, Physical Education and Recreation; Workforce Education; and Educational Leadership and Human Services. The College of Education in combination with the College of Arts and Sciences, known as the Professional Education Unit (PEU), provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 13 undergraduate degrees and 3 graduate degrees.

The COE purposes to: (1) assume leadership for the selection, guidance and professional preparation of teacher educators and practitioners who will serve in elementary, secondary and post-secondary schools, and other related agencies of Florida and the nation; and (2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits. These purposes will be met through a foundation of general education, a planned sequence in professional education and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.
Note to the team….

Welcome to Florida A&M University, College of Education! We are delighted that you chose to share your time with us; and we look forward to hosting you in November. You have been provided a PDF version of the report. All supporting documents can be found at http://www.famu.edu/coeaccreditation. Additional evidence will be available on site.

If there are items you are unable to locate or if you have additional questions, please do not hesitate to contact us at (850) 599-3045. We look forward to communicating with you visiting with you during the site visit.
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Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.

1.1 Current mandated state requirements and curricular content are consistently implemented and published in required documents.

A curriculum map/matrix/ or chart for each program must be provided that includes the following elements:

- Florida Educator Accomplished Practices (FEAPs)/ Professional Education Competencies and Professional Education Competencies Skills for Teacher Certification (PECs)
- Subject Area Competencies and Skills for Teacher Certification
- ESOL Performance Standards and ESOL Competencies and Skills for Teacher Certification
- Reading Endorsement Competencies
- Additional Elements of the Uniform Core Curriculum

The Florida A&M University College of Education offers the following programs for review under the November, 2010 site visit:

**Undergraduate**

- Art Education, K-12
- Music Education, K-12
- Mathematics Education, 6-12
- Biology Education, 6-12
- Chemistry Education, 6-12
- Drama Education, 6-12
- Physic Education, 6-12
- Social Science Education, 6-12
- Business Education, 6-12
- Pre-K-Primary Education/ESOL
- Physical Education, K-12
- Elementary Education, ESOL, K-6
- English Education, ESOL, 6-12

**Graduate**

- Guidance and Counseling, MS
- School Psychology, Ed.S.
Overview

The Florida A&M University College of Education (COE) has carefully examined its course and program content to ensure that the curriculum content delivered in each of the approved programs encompasses all mandated state requirements. The Unit developed an assessment map of all the required standards for the Uniform Core Curriculum (UCC) for each of the programs being reviewed.

The Department of Secondary Education and Foundations plays a critical role in support of all undergraduate and graduate programs, although it does not offer state approved programs. However, it supports the College of Arts and Sciences (CAS), which offers secondary content programs. The Secondary Education Department does offer pedagogical content from a select core of professional methods courses and field/clinical experiences. Therefore, through the Department, students who are interested in Secondary Education acquire pedagogical content from a select core of professional methods courses and field/clinical experiences.

The initial teacher education program in Secondary Education and Foundations includes the following professional courses: EDF 2085, EDF 1005, EDG 3004, ESE 3341, ESE 4930, EDF 3430, EME 2040, and EME 4400. In each of these courses, students must demonstrate knowledge and application of content by producing three artifacts. Faculty members evaluate the artifacts, using common rubrics as assessment tools. The rubrics are posted in the Level I E-portfolio. They also have been incorporated as an integral part of the COE internal FAMOUS Instructional Program Assessment Plan.

Each program within the FAMU Professional Education Unit (PEU) employs a curriculum structure which ensures compliance with state-mandated requirements as described in the guidelines for Initial and Continual State Program Approval published by the Florida Department of Education (FLDOE) Office of Program Approval. The PEU maintains curriculum matrices for each program, indicating how each program addresses the Florida Educator Accomplished Practices (FEAP), the Professional Education Competencies, the FTCE Subject Area Competencies and Skills, the ESOL Performance Standards, the Reading Endorsement Competencies, and the Additional Elements of the Uniform Core Curriculum. These matrices identify the courses that address each competency and indicator as appropriate.

State-mandated and PEU program requirements are published in the University Catalog and posted on the College of Education website. Additional publications include program curriculum guides, course syllabi, student handbooks, and field experience/student teaching manuals. These requirements are regularly communicated to students at recruitment meetings, Education majors monthly meetings, field clinical/internship/student teaching orientation meetings, faculty advisor meetings, and included in documents distributed by the Center of Academic Success. Updates to state-mandated requirements and PEU policies are shared with students during advisement meetings, workshops, and internship seminars.
During 2007 – 2008, the PEU began planning and developing the overall matrices to map the required standards and indicators as appropriate for each program being reviewed. The maps include overall matrices which include the courses where the specific standard(s) is/are taught and assessed. By 2008, specific maps were developed with the required FEAPs and indicators/PECs, Florida Certification Examination (FTCE) Subject Area, Reading, and ESOL competencies for each program. Specifically designated maps for each standard and program can be accessed through the links in the shaded box at the right of the page.

Department Chairs and faculty redesigned program courses to ensure alignment of specific standards and indicators with matrices and to ensure that tasks/assignments were included to demonstrate proficiency at the indicator level. These actions ensured effective commitment to the implementation of the UCC at the individual course and program levels.

1.1 A Florida Educator Accomplished Practices and Professional Education Competencies

◊ The intent of each FEAP/PEC is fully addressed through at least two defined candidate performance measures with identified assessments.
◊ Assessments allow for candidates to demonstrate increasing levels of proficiency:
  1. A description and/or examples of those assessments that will evaluate performance measures are provided.
  2. A clear alignment is shown between the performance measure, assessment/task, and assessment criteria.

FEAPs/PECs Assessment Maps

The PEU’s data assessment continues to be updated. A technology taskforce of administrators and faculty evaluated commercial electronic portfolio systems to replace LiveText the E-folio. LiveText was not sufficiently robust to hold all the data and student artifact work product(s) that had been uploaded over the past several years. The College Technology Task Force developed criteria and rated top commercial systems and selected TaskStream to hold candidate artifact(s) and assessment data. During 2008, a series of training workshops were developed and implemented to train faculty and staff to use TaskStream. TaskStream was then piloted in Fall 2009. During Spring 2010, the College required all initial teacher preparation programs and the M.S. Ed. in Educational Leadership, Guidance and Counseling Education, and School Psychology programs to upload into TaskStream the critical tasks and rubrics for all courses in these programs. Training workshops for students were implemented at the end of Fall 2009 and the beginning of Spring 2010.

Candidates are required to demonstrate the 12 Florida Educators Accomplished Practices with indicators and PECS at two levels before completing a degree -- during the coursework (Level 1) and during student teaching (Level 2). Candidates must demonstrate knowledge, skills, and dispositions through the use of the FEAPs with indicators across courses through artifacts/work product(s) e.g., reflective papers, lesson plans and instructional activities, case studies, and other required assignments as reflected in the course syllabi. All undergraduate programs employ a common set of FEAPs with indicators which are addressed in the core foundation courses.
offered by the Department of Secondary Education and Foundations. These courses are common across all undergraduate programs, with common specific required artifacts/work product(s), rubrics, and other means of assessments. Table 1 provides the matrix of the FEAPs with indicators addressed by the Secondary Education and Foundations Department.

Faculty began requiring students to upload the artifacts demonstrating completion of the critical tasks indicating knowledge, skills, and dispositions of the FEAPs with indicators during Spring 2010. Department chairs have worked with faculty to ensure that candidates upload at least three artifacts to demonstrate each FEAP and selected indicators. Consensus is reached for all critical task assignment(s) so that they are consistent for all sections of courses taught in the program.

At the introductory level, before the candidates are admitted to the Teacher Education Program, students must complete three courses that contain FEAPs with indicators and critical tasks. The courses are EDF 1005 -Introduction to the Teaching Profession, EME 2040 -Introduction to Technology for Educators, and EDF 2085 – Introduction to Diversity for Educators. In these courses, candidates are required to demonstrate their competencies and proficiencies of FEAPs with indicators through the development of critical tasks/assignments. These artifacts are uploaded, and are in the TaskStream e-portfolio. The foundation courses progressively and continually provide instruction and assess the FEAPs with indicators for Level 1 course demonstration (Task Level). Progressively, the professional education courses continue to address and assess FEAPS expectations for Level 1 course demonstration (Task Level) and culminating with the expectations at Level II (Mastery Level) during student teaching.
Table 1. Secondary Education and Foundations FEAP

<table>
<thead>
<tr>
<th>FEAP</th>
<th>INDICATOR</th>
<th>TASK/ACTIVITY</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1a</td>
<td>Pre and Post Test</td>
<td>EME 2040</td>
</tr>
<tr>
<td></td>
<td>1a,1f,k2a,2c</td>
<td>Autobiography</td>
<td>EDG 3004</td>
</tr>
<tr>
<td></td>
<td>2d,2e,2g,3a,3c</td>
<td>Philosophy of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3f,3m,4c,4d,4f</td>
<td>Resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5a,5k,6d,8a,9o</td>
<td>E-Portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10a</td>
<td>Group Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1a</td>
<td>Test Blueprint</td>
<td>EDF 3430</td>
</tr>
<tr>
<td></td>
<td>1f</td>
<td>Portfolio development</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>1h,3i</td>
<td>Portfolio correction</td>
<td>EME 4400</td>
</tr>
<tr>
<td>2</td>
<td>2a</td>
<td>Electronic classroom management</td>
<td>EME 2040</td>
</tr>
<tr>
<td></td>
<td>2b,3k</td>
<td>Field Experience</td>
<td>ESE 3341</td>
</tr>
<tr>
<td></td>
<td>2b,2c,2d,2e,5b,5c,8a,8b,8c</td>
<td>Authentic Group Research Project</td>
<td>EDF 2085</td>
</tr>
<tr>
<td></td>
<td>2c</td>
<td>Develop various communication documents and vehicles</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>2g</td>
<td>Personal philosophies of education</td>
<td>EDF 1005</td>
</tr>
<tr>
<td></td>
<td>2h,3f,4c,5e,6d,7f</td>
<td>Module Presentation (Group Activity)</td>
<td>ESE 3341</td>
</tr>
<tr>
<td></td>
<td>2i</td>
<td>Electronic portfolios at various intervals</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>2j,4b</td>
<td>Develop alternatives to lesson activities</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>2k</td>
<td>Develop and present short- and long-term educational goals.</td>
<td>EME 4400</td>
</tr>
<tr>
<td>3</td>
<td>3f</td>
<td>Collaborative activities.</td>
<td>EME 4400</td>
</tr>
<tr>
<td>4</td>
<td>4a</td>
<td>Higher-order thinking skills.</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>4c</td>
<td>Individual and team technology Equipment budgets</td>
<td>EME 2040</td>
</tr>
<tr>
<td></td>
<td>4c</td>
<td>Case Study/Chapter Reviews/Discussions</td>
<td>EDF 1005</td>
</tr>
<tr>
<td></td>
<td>4g</td>
<td>Demonstrate lesson activities</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>4h,5d,10b,10d,10k,10o</td>
<td>Lesson Plan</td>
<td>ESE 3341</td>
</tr>
<tr>
<td>5</td>
<td>5b</td>
<td>Field Experience log</td>
<td>EDF 2085</td>
</tr>
<tr>
<td></td>
<td>5c,8c</td>
<td>Chapter reviews</td>
<td>EDF 2085</td>
</tr>
<tr>
<td></td>
<td>5d</td>
<td>Lesson Plan</td>
<td>ESE 3341</td>
</tr>
<tr>
<td></td>
<td>5d,7g</td>
<td>Lesson Plan</td>
<td>ESE 4930</td>
</tr>
<tr>
<td></td>
<td>5d</td>
<td>Create performance objectives,</td>
<td>EME 2040</td>
</tr>
<tr>
<td></td>
<td>5g,5i,5k</td>
<td>Develop lessons and Portfolio</td>
<td>EME 4400</td>
</tr>
<tr>
<td></td>
<td>5l</td>
<td>Develop lessons and Portfolio (learning situations)</td>
<td>EME 4400</td>
</tr>
<tr>
<td>8</td>
<td>8a,8e</td>
<td>Individual/Group Presentations</td>
<td>ESE 4930</td>
</tr>
<tr>
<td></td>
<td>8b</td>
<td>Article Summary and Presentation</td>
<td>EDF 3430</td>
</tr>
<tr>
<td></td>
<td>8d</td>
<td>Research paper</td>
<td>ESE 4930</td>
</tr>
<tr>
<td></td>
<td>8e,9m,10b,10d,10k,10o</td>
<td>Module Presentations (Group)</td>
<td>ESE 3341</td>
</tr>
<tr>
<td>10</td>
<td>10o</td>
<td>Written summary</td>
<td>ESE 3341</td>
</tr>
</tbody>
</table>
The Overall FEAP Matrix (See FEAP with Indicators Overall Matrix) indicates the critical task(s) for professional coursework for the program where each FEAP with indicators is addressed. The matrix provides at least two entries for each FEAP with a corresponding indicator. The Specific FEAPs with Indicators Matrix (See FEAPs with Indicators Specific Matrix) includes all professional education courses for the program with corresponding FEAPs and indicators along with specific, required, clearly described critical tasks and the rubric(s) used for assessment.

Course artifacts are evaluated by the faculty using course rubric(s) specifically designed to ensure measurement of the selected FEAP and selected indicators in accordance with the matrix. The Professional Education Competencies (PECs) 1-12 are cross-walked with the FEAPs 1-12 and indicators as per the FLDOE. PEC 13 is addressed in three lower-division courses (EDF 1005 Introduction to Education, EDF 2085 Teaching Diverse Populations, and EME 2040 Introduction to Educational Technology). PEC 14 is addressed in TSL 4345: Methods of Teaching ESOL.

Additional FEAPs with indicators are assessed in program-specific courses, with required critical tasks specific assignments and rubrics of corresponding assessments. The FEAPs specific Matrix and indicators for each program identifies the title of the critical task/assignment that is designed to assess the candidates’ ability to demonstrate the standards at the indicator level.

College Design Teams developed Specific FEAPs/PECs with Indicators Assessment Maps to ensure that the Overall Maps could be a continuous work in progress for reflection and refinement, further definition and implementation. Specific FEAPs/PECs assessment matrices were also developed to: provide an alignment between the standards and indicators; the required critical task/assignment; the course identification and assessments at the levels where implemented; and the rubric used for the evaluation. Course syllabi are aligned with the FEAPs/PECs, indicators, and assessment criteria. All courses and field/clinical experiences and critical tasks, which demonstrate FEAPs/PECS and indicators, and rubrics are indicated in the maps. These were developed in relationship to the competencies and requirements included in the maps.

The FEAPs/PECs are integrated and assessed across courses in the maps indicating the expectations for proficiency demonstration. Candidates are expected to demonstrate specific FEAPs/PECs multiple times as they progress toward mastery during the coursework (Level 1) and during student teaching (Level 2). A description of the Critical Tasks/Assignments is included in the maps along with information showing alignment between expected performance and the assessment criteria. Specifically designated FEAPs/PECs Matrices for each program can be accessed through the links in the shaded box at the right.

Assignment grading rubrics further support appropriate assessment of each FEAPs/PECs and indicators. The rubric includes four (4) possible levels of proficiency for the indicators within the rubric: F - Favorable, A - Acceptable, M – Marginal, U – Unacceptable. A rating of Favorable indicates that the candidate meets or exceeds expectations for the standards. Acceptable represents a candidate’s ability to apply knowledge or skills on the activity. Marginal indicates the candidate’s beginning knowledge and awareness of the concept or skill being assessed.
Unsatisfactory is an indication that the candidate is in need of coaching and assistance to better understand and attain proficiency of critical task demonstration to perform the task.

Course Syllabi for all programs are aligned with the Overall FEAPs with Indicators Matrices through an established crosswalk between the course objectives and the standards selected for the course. Specific critical tasks/assignments are included in the syllabi with an alignment to the FEAPs with indicators –Specific Assessment Matrices. Both the matrices and the syllabi were designed and developed to support alignment for implementation of the standards.

1.1.B. Competencies and Skills for Teacher Certification, 12th Edition or 13th Edition

<table>
<thead>
<tr>
<th>For those programs that have competencies assessed within education coursework, the following must be shown:</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ A narrative description and/or summary plan of how the competencies will be assessed.</td>
</tr>
<tr>
<td>◊ Indicators under each competency must be addressed in coursework.</td>
</tr>
<tr>
<td>◊ Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination.</td>
</tr>
</tbody>
</table>

For the Reading, MS program:

◊ Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination.

Candidates are expected to acquire knowledge and demonstrate competency in the subject matter they plan to teach. The curriculum is designed so that candidates are exposed to content that prepares them to perform effectively in the school setting. Unit programs have developed instructional activities through identified courses to ensure that all candidates are prepared for the competencies and skills listed in the 16th Edition. These are included as part of the course syllabi and are noted in the crosswalk correlating the standards to the activities/assessments for each course. A matrix for the Competencies and Skills for the Subject Area Competencies and Skills is provided as part of the Uniform Core Curriculum maps for the program. Course syllabi show the relationship among the FTCE competencies, indicators, tasks and instruments used to evaluate candidates’ performance. Each course, including field experiences, where appropriate, assesses candidates on indicators through a variety of activities/assessments in determining their acquisition of knowledge and skill in the subject matter.

Since most subject matter knowledge for the FTCE is contained in the upper division coursework, candidates are advised to take the subject area examination and the Professional Education Examination within the first 60 hours of upper division coursework. If the candidate has not passed either test by the beginning of the senior year, the candidate must attend mandatory review sessions as part of an institutionalized innovative approach through the Rattler Pathway to Professional Teacher Education that provides assistance for candidates to gain knowledge and skills to successfully pass all parts of the FTCE. Candidates participate in sessions on the FTCE Laboratory where they receive computer-based assistance with practice tests for the GK. The Pathway also provides test preparation classes in mathematics, language, and reading which are offered each semester.
Candidates are further assessed on the subject matter through the Florida Teacher Certification Examination. Obtaining a passing score on all parts of the subject matter test is required in order for candidates to enroll in student teaching. Student teaching is the final phase of the program in which candidates must demonstrate mastery of the subject matter, FEAPs, PECS, SACS, and teaching skills. During student teaching, candidates document their mastery of the subject matter through an array of assessments which are evaluated and posted in the Level II e-portfolio.

Competencies covered outside of the Unit are covered under the University’s General Education Core Curriculum. Table 2 provides the crosswalk for addressing competencies covered in the GK component of the FTCE. The assessment of these elements is the required passing of the GK prior to full admission to Teacher Education. Course descriptions of all courses are provided in the link to the right. Candidates across all programs demonstrate knowledge in the FEAPS with a passing rate at or above 80% on all components of the FTCE.

Table 2. FTCE General Knowledge Coverage

<table>
<thead>
<tr>
<th>Area of FTCE: GK</th>
<th>Courses</th>
<th>Pre-Teacher Ed Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>MAC 1105 College Algebra</td>
<td>SS, PE, PreK-Prim, Bus Ed, Eng Ed, Bio, Art Ed,</td>
</tr>
<tr>
<td></td>
<td>MAC 1114 Trigonometric Functions</td>
<td>SS, HIS, POS, El Ed, PreK-Prim, Bus/Tech Ed, BIO</td>
</tr>
<tr>
<td></td>
<td>MGF 1106 Liberal Arts Math I</td>
<td>El Ed, PreK-Prim, Eng Ed, THE, Art Ed, Mus Ed</td>
</tr>
<tr>
<td></td>
<td>MGF 1107 Liberal Arts Math II</td>
<td>El Ed, Bus Ed, THE, Mus Ed</td>
</tr>
<tr>
<td></td>
<td>MTG 2206 Geometry</td>
<td>El Ed, PreK-Prim, PE, Bus Ed, CHM, THE</td>
</tr>
<tr>
<td></td>
<td>MAC 1147 Pre-Calculus</td>
<td>Bus/Tech Ed</td>
</tr>
<tr>
<td></td>
<td>MAC 2311 Calculus I</td>
<td>Bus/Tech Ed, Physics, BIO, CHM, Mth Ed</td>
</tr>
<tr>
<td></td>
<td>MAC 2312 Calculus II</td>
<td>Physics, CHM, Mth Ed</td>
</tr>
<tr>
<td></td>
<td>MAC 2313 Calculus III</td>
<td>Mth Ed</td>
</tr>
<tr>
<td></td>
<td>MAD 2120 Finite Mathematics</td>
<td>Mth Ed</td>
</tr>
<tr>
<td></td>
<td>MHF 4202 Foundations of Mathematics</td>
<td>Mth Ed</td>
</tr>
<tr>
<td>ESSAY/WRITING</td>
<td>ENC 1101 English Comp I</td>
<td>ALL Pre-Teacher Ed Programs</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>ENC 1101 English Comp I</td>
<td>ALL Pre-Teacher Ed Programs</td>
</tr>
<tr>
<td></td>
<td>ENC 1102 English Comp II</td>
<td>ALL Pre-Teacher Ed Programs</td>
</tr>
<tr>
<td>READING</td>
<td>ENC 1101 English Comp II</td>
<td>ALL Pre-Teacher Ed Programs</td>
</tr>
<tr>
<td></td>
<td>ENC 1102 English Comp II</td>
<td>ALL Pre-Teacher Ed Programs</td>
</tr>
</tbody>
</table>
### 1.1 C. 25 ESOL Performance Standards and 11 ESOL Competencies and Skills

| For programs in Elementary Education, English 6-12, Middle Grades English (5-9) and Exceptional Student Education, and Pre-k/Primary Education: |
| For each performance standard/competency, alignment is clear among the competency, the task and the assessment criteria. |
| The course sequences and descriptions must reflect requirements in *Preparing Teachers to Work With Limited English Proficient Students (September 2001)* which includes the ESOL Performance Standards and *Subject Area Competencies and Skills for ESOL*. |
| Field experience(s) working with ELLs (not just observation) is required. |

For School Counseling and School Psychology:

- The survey course must provide an introductory level grounding of all of the ESOL Performance Standards.
- Secondary Education Programs.

### Undergraduate ESOL-Infused Programs

The Elementary Education/ESOL, English Education ESOL, and Pre-k/Primary Education ESOL operate on a two-course ESOL Infusion Model. The two stand-alone courses are TSL 3080 Introduction to ESOL Theories and Practices and TSL 4345 Methods for Teaching ESOL. The ESOL stand-alone courses combined cover the five ESOL domains and the 12 ESOL standards. The two courses provide support for each program’s ESOL-infused platform. The course sequences and descriptions reflect requirements in *Preparing Teachers to Work With Limited English Proficient Students*. The course sequencing provides for various critical building blocks to ensure the incremental development of ESOL knowledge and skills. As the first course in the infusion model, TSL 3080 is taught early in the program major, followed by other ESOL-infused courses that lead to TSL 4345, the capstone course.

The program faculty developed a crosswalk between the old and the newly approved ESOL standards to move from the twenty five (25) ESOL Competencies and Skills to the newly approved ESOL twelve (12) Performance Standards. The supporting courses for the various infused platforms have been realigned for a seamless transition to the new standards. The Twelve (12) ESOL Performance Standards have been cross-walked with the competencies and skills to ensure that candidates continue their preparation and readiness for licensure. The expected performance for the ESOL stand-alone and infused courses is presented in a matrix to demonstrate the alignment with the competencies for the courses, the task/assignment and the criteria for assessment.

Both ESOL Stand-alone courses provide a planned field experience in which students are placed in the classrooms with trained ESOL teachers in area public schools. While the Office of Student Teaching administers placement of students, ESOL credentialed faculty for the courses provide direct supervision of the experience instructor for the course. The field experience handbook for the ESOL infused programs provides the terms and conditions for direct participation in schools where English Language Learners are educated.
Candidates participate beyond the observation of instruction. They are required to interact directly with ELLs in active learning settings connected to their respective major field of study and in regular classrooms where ELLs receive instruction. In addition, they utilize a variety of strategies to develop knowledge and skills for working with English Language Learners for their level of certification.

The Field Experience Reporting Handbook and Forms include a number of strategies for getting to know the ELLs, assessing their language level and needs, and working on instructional strategies for language acquisition and learning. As indicated in the handbook, candidates are expected to participate in activities directed by their respective teachers, as well as work with individual and small groups of English Language Learners on a variety of learning activities and assessments.

**Undergraduate Secondary Education Majors**

Candidates in the secondary education content area programs take one ESOL survey course. The ESOL course, TSL 4081 - ESOL Overview of Strategies for Instruction, provides an introductory level grounding of all the ESOL performance standards. The course covers the five ESOL domains and the 12 ESOL Performance Standards. The program faculty developed a crosswalk between the old and the newly approved ESOL standards to move from the twenty-five (25) ESOL Competencies and Skills to the newly approved ESOL twelve (12) Performance Standards. The Twelve (12) ESOL Performance Standards have been cross-walked with the competencies and skills assessed in the FTCE. The ESOL Assessment Matrices for the secondary education programs provide opportunities for the candidates to develop overarching knowledge and skills dispositions in preparation for teaching in the secondary classroom. Since the class provides an introductory level grounding in ESOL, many of the standards are taught and assessed tested, while others are covered at the demonstration level in order to prepare the candidates for planning instruction and teaching ESOL related strategies within the content area of the specific discipline.

The course provides a planned field experience participation in local secondary schools where English Language Learners (ELLs) are served in classrooms with teachers who are ESOL trained. The placement is provided by the Office of Student Teaching, but the direct supervision of the experience is provided by the ESOL credentialed instructor for the course. The experience requires direct participation with ELLs in active learning settings for their majors and in regular classrooms where ELLs receive instruction. Candidates utilize a variety of strategies to develop knowledge. Skills, and dispositions for working with the secondary level ELLs. The Field Experience Reporting Handbook and Forms include a number of strategies for getting to know the ELLs, assessing their language level and needs, and working on instructional strategies for language acquisition and learning.
Graduate Level ESOL for Other Professionals:
Counselor Education
School Psychologists

Candidates for the degree in Counselor Education (Masters) and School Psychology (Specialist) take one ESOL survey course. The TSL 5700 ESOL for Other School Professionals course provides an introductory level grounding of all the ESOL Performance Standards. The course covers the five ESOL domains and the 12 ESOL Performance Standards. The program faculty developed a crosswalk between the old and the newly approved ESOL standards to move from the twenty five (25) ESOL Competencies and Skills to the newly approved ESOL twelve (12) Performance Standards.

The standards are demonstrated at the introductory level through various activities/assessments. Among the assessment methods and tools are article/chapter critique, review/analyses of the LEP Plan for a school district, and Annual Yearly Progress (AYP) analysis. Others include various group presentations on research and application for implementing and managing programs for English Language Learners.

Candidates participate in a field experience at schools where English Language Learners are educated. Each candidate interviews a school professional in the certification area that corresponds to his/her area of the specific major. This allows each candidate to discover how elements of school management, services, and leadership functions in schools where ELLs are educated. To gain knowledge of ESOL program implementation and management, each candidate visits a classroom to experience learning in action, and to observe curriculum strategies and implementation. ESOL-related documents used by the Unit are reviewed to gain knowledge of program implementation and management.

1.1 D. Instruction Related to Sunshine State Standards (Knowledge and Understanding)

Next Generation Sunshine State Standards

◊ Next Generation Sunshine State Standards are addressed in student lesson plans used in field.

Undergraduate Programs

Program candidates are expected to acquire and to demonstrate integration of the Next Generation Sunshine State Standards (NGSSS) in their methods courses. These standards represent the knowledge and skills that Florida students will need to achieve in each subject at each grade level in order to succeed in life. The Standards are used to guide and support candidates as they develop lesson plans and units that reflect high expectations for the students they will serve in PK-12 schools during coursework, field experiences, and student teaching.

In the upper division methods courses, the candidates are given specific guidance through the use of the Lesson Plan Companion which serves as a guide for specific inclusions and considerations
of specific elements and requirements in lesson planning. Instructors guide the students through the development of both lesson plans and unit plans, and other activities for the inclusion of the standards. The instructor further provides feedback to the students, as a means to assure a deeper level of reflective thinking, understanding and increasing knowledge of the planning process for teaching. Through this process, candidates are given opportunities to see the connection between planning, implementation, and revision.

**Reading Endorsement Program – Stand-Alone**

Instruction Related to the Sunshine State Standards

In the Stand-Alone Reading Endorsement program, candidates are expected to acquire and to demonstrate integration of the Next Generation Sunshine State Standards (NGSSS) in the reading courses. The Standards are used to guide and support candidates as they develop and code all lesson and unit plans to the NGSSS and benchmarks. The Standards are identified and specified in every plan. Objectives and activities are referenced by the standards that are taught along with emphasis on the measurement and evaluation of the standards are also emphasized. Candidates use the COE Lesson Plan and Unit Plan Templates to develop these plans which are graded with the COE Lesson and Unit Plan rubrics.

### 1.1 E. Reading Requirements

<table>
<thead>
<tr>
<th>Competencies 1-5 must be addressed for elementary education and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the Florida Reading Endorsement Alignment Matrix). Reading Competencies 1 &amp; 2 must be addressed for all other K-12 programs that are not primary literacy providers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ Syllabi are available that include the tasks and courses shown in the matrix.</td>
</tr>
<tr>
<td>◊ Course assignments, resources, and assessments are clearly described in the matrix and/or syllabi.</td>
</tr>
<tr>
<td>◊ Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted.</td>
</tr>
<tr>
<td>◊ Course content and activities demonstrate a progression from theory to application with peers and/or students.</td>
</tr>
<tr>
<td>◊ Course content is based on current scientifically-based reading research.</td>
</tr>
<tr>
<td>Additionally, for the Stand-Alone Reading Endorsement program:</td>
</tr>
<tr>
<td>◊ Competency 6 must show application of all indicators in a culminating practicum setting.</td>
</tr>
</tbody>
</table>

**Reading Endorsement**

**Elementary Education/ESOL** (competencies 1-6)

**Pre-k/Primary/ESOL** (competencies 1-6)

The program Reading Assessment Matrices provide coverage of the required six (6) competencies and attendant indicators for reading endorsement which are covered in program required courses for majors. The matrix displays the course that addresses each competency and indicators, and those specifically designated for English Speakers of Other Languages (ESOL), reading certification, exceptional student education, specific topics that are presented to students and curriculum assignments which assess students’ understanding and demonstration of the
competencies. The course syllabi are indicated in the matrix and demonstrate alignment with the competencies and current scientifically-based reading research practices that address each of the reading endorsement competencies and indicators.

The courses reflected in the matrix include RED 3013 -Teaching Reading and Diagnosing Its Growth; RED 4519- Recognizing and Diagnosing Growth in Reading; RED 3333-Reading in the Content Area; LAE 3314-Language Arts in the Elementary School; TSL 4345- Methods of Teaching ESOL; EDF 3430- Measurement and Evaluation; LAE 3414-Children’s Literature and EDE 4943-Student Teaching. The course content included in each of these classes is designed to assist the student in demonstrating a progression from theory to application.

The reading endorsement competencies are infused in RED 3013, RED 4519, LAE 3314, LAE 3414, RED 3333, and field experiences in EDE 3940, EDE 4940 and EDE 4943. Course syllabi are aligned with competencies 1-6. The scientifically research-based content and activities of each course address specific indicators for each competency. Candidates are immersed in current reading theory and demonstrate their acquisition of knowledge and skills through the progression of courses activities and field experiences culminating with student teaching.

The student teaching experience provides an extensive and uninterrupted opportunity for candidates to teach reading in diverse settings with students who have a variety of learning needs. Therefore, competency six and all of its indicators are included in the assignments that pre-service candidates are required to demonstrate during in the internship experience.

**Elementary and Pre-K Education**

**Reading Endorsement**

**Competency 6 - Practicum**

The Department of Elementary Education at Florida A&M University has developed a plan to provide opportunities for our candidates to meet the competencies and certification requirements necessary for Reading Endorsement in the State of Florida. One of those requirements, Competency 6, necessitates a supervised practicum. In the practicum, candidates will be able to obtain practical experience in increasing performance of student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification and remediation of reading difficulties.

In our program, the practicum experience is developmental and preservice teachers are provided with structured, progressive opportunities within the field clinical component to address the specific competencies and indicators required for Reading Endorsement. Students in the program are enrolled in a series of field-based practicum courses; EDE 3940-Theory & Practice in the Elementary School; EDE 4940 and EDE 4943 while simultaneously enrolled in reading courses RED 3013-Teaching Reading in the Elementary School; RED 4519- Reading Diagnosis & Assessment and RED 3333-Reading in the Content Area, as well as, LAE 3314-Language Arts in the Elementary School and LAE 3414-Children’s Literature which cover all of the required reading competencies; TSL 4345 Methods of Teaching ESOL and EDF 3430 Measurement and Evaluation of Educational Growth which support the reading program.
Within the curriculum (see Elementary Education Curriculum Roadmap), the Elementary Education candidates follow a carefully designed series of courses and experiences that are blocked together and integrated in the Field Clinical Practicum course within that block. Each course within the block requires practicum experiences and assignments that are carried out in the elementary school placement to which the student is assigned.

For example, LAE 3314 requires the preservice teacher to collect and analyze writing samples from elementary students at various grade levels. This assignment addresses Indicator 6.1: applies knowledge of language development, literacy development and assessment to instructional practices. While this is an assignment for the specific class (LAE 3314), it is carried out in the field-based practicum for EDE 3940-Theory & Practice of Teaching. The instructor for the field-based course supervises the preservice teachers on the field and the university course instructor oversees their work in the schools as well.

Students within the program are actively engaged in practicum experiences utilizing the reading competencies and indicators. They have opportunities to demonstrate knowledge of research based reading research instructional practices for developing phonics and word recognition skills, reading fluency, automaticity, and reading endurance. In addition they are engaged in developing students’ vocabulary and facilitating reading comprehension through the teaching of lessons, case studies, planning for instruction, the administration of reading assessments and the interpretation of the data provided from these reading instruments.

One such instrument, the FAIR, which is congruent with the state’s and district’s reading assessment will be used by the preservice teacher to obtain information about elementary school student’s reading skills and abilities. Using the information from the Broad Screening Inventory and the Targeted Diagnostic Inventory, the preservice teacher will gain knowledge of student’s awareness of print, letter recognition, letter linking, word building and word analysis used for progress monitoring. Additional information is also gained regarding a student’s abilities in listening, reading comprehension and vocabulary development. This assessment system provides screening, diagnostic, and progress monitoring information that are essential to guiding instruction.

Through reading instruction and assessment, the preservice teachers learn to develop student’s metacognitive, critical thinking, and content area reading skills. They learn to differentiate instruction for all students including students who are LEP and students that are at different levels of proficiency in oral and written language. They learn to create print-rich and language rich classroom environments.

In order to demonstrate accomplishment in this area, the preservice teacher applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations as encountered within the general education classroom. To certify that the preservice teachers are demonstrating these competencies in the classroom, a Checklist is used at the practicum sites to assess their skills. This checklist is to be completed by the reading professional observing and assessing the preservice teacher.
With this in mind, the preservice teacher will demonstrate these reading competencies through the development of a Reading Endorsement Portfolio. This portfolio will be developed throughout the preservice teachers matriculation through the program. This portfolio will be developed using the TaskStream technology program currently being used in the PEU. Preservice teachers will demonstrate mastery of the competencies by providing evidence of accomplishment with each competency. The portfolios will include such things as reading case studies, lesson plans, reading assessments, checklists, and other forms of evidence to support reading endorsement for the candidate.

Secondary candidates enroll in RED 3333 Reading in the Content Area which is aligned with reading competencies 1 and 2. Competency 1: Foundations in Language & Cognition - Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process; and Competency 2: Foundations of Research-Based Practices - Understands the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

RED 3333 Teaching Reading in the Content Areas has been structured so that pre-service teacher education candidates develop those requisite skills that are explicitly outlined in Florida’s Department of Education (FLDOE) Competencies 1 and 2 as indicated in the following information.

**Competency 1** requires that candidates develop substantive knowledge of language structure and function and cognition for each of the five major components of the reading process. To acquire these skills, candidates will develop and administer a phonemic awareness inventory to determine pupils’ instructional levels for phonics lessons. They also administer the *Wepman Auditory Discrimination Test* to students who speak Standard English and some who speak a non-standard dialect to compare the differences in their performances. Candidates are also required to review the Clymer study of the utility of the 44 phonic generalizations that most elementary teachers teach their pupils. Each generalization will be reviewed individually and examples and non-examples will be evaluated. After viewing a video of a teacher administering a running record to a reader, candidates will administer an oral reading fluency inventory to a reader. Afterward, they must write a 250 word reflection of their observations of the pupil’s fluency in oral reading. As a result of the review of some examples of word knowledge rating scales in which morphology and inflectional endings are examined, candidates will develop lesson plans in which these elements will be taught. To further enhance candidates’ knowledge of language as depicted in Competency 1, they must also participate in the following activities:

(a) Conduct a *Semantic Feature Analysis* for a group of words from their own content field. Following the exercise related to syntactic functions, candidates will be provided with a text in which the cloze procedure has been employed, and they must provide the missing words;

(b) Provide candidates with text written in Standard English and text written in a non-standard dialect and have them compare the different meanings derived from them.
Competency 2

Competency 2 requires that pre-service candidates understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. To ensure that pre-service candidates develop the requisite skills required for competency 2, these candidates were engaged in the following activities:

- Discussed scaffolding word recognition skills with class giving them opportunities to suggest sample activities that they would use to scaffold and enhance their students’ knowledge of word recognition strategies.
- Identified and critiqued an article on the advantages and disadvantages of teaching phonics explicitly or indirectly on student’s development of reading skills.
- Prepared a lesson designed to teach phonics to students in a class.
- Described activities that teachers can use to scaffold phonics instruction for their students.
- Read, critiqued, and presented journal articles on teaching vocabulary, and demonstrated sample activities to scaffold vocabulary instruction.
- Wrote a research paper on one of the topics: Activating Prior Knowledge, Creating Interests, Making Predictions, and Question Generation.
- Developed content area teaching aids such as: three level reading guides, KWL Charts, Venn Diagrams, structured overviews, advanced organizers, anticipation guides, previews, or graphic organizers.
- Developed lesson plans designed to teach one of the major components of reading such as structural analysis, vocabulary, comprehension, and writing to learn.
- Reviewed a series of video reading lessons by expert teachers, and wrote personal reflections on them.
- Developed lesson plans designed to teach one of the major components of reading such as structural analysis, vocabulary, comprehension and writing to learn.

Reading Endorsement – Stand Alone Program
(Competencies 1-6)

In the Stand-Alone Reading Endorsement program, candidates are expected to acquire and to demonstrate integration of the Next Generation Sunshine State Standards (NGSSS) in the reading courses. The Standards are used to guide and support candidates as they develop and code all lesson and unit plans to the NGSSS and benchmarks. The Standards are identified and specified in every plan. Objectives and activities are referenced by the standards that are taught, and measurement and evaluation of the standards are also emphasized. Candidates use the PEU Lesson Plan and Unit Plan Templates to develop these plans which are graded with the PEU Lesson and Unit Plan rubrics.
Matrices

In the Stand-Alone Reading Endorsement program, the reading endorsement matrix displays a comprehensive array of assignments/assessments and the method for assessing candidates’ performance on the indicators across courses. Competencies 1-6 and attendant indicators are correlated with an assessment/activity which describes the method of delivery (course and/or clinical experience) and how the assessment/activity is assessed.

Candidates are immersed in current scientifically research-based reading theory, and demonstrate their acquisition of knowledge and skills through the progression of course activities and field experiences. Course syllabi are aligned with each reading endorsement competency which is displayed within the Reading Endorsement Matrix. Syllabi include references and resources that reflect scientific-based content that are addressed in each course. Competency Six is demonstrated in Practicum III in which candidates design their ideal reading program supported by scientifically-based reading research for the school in which they worked or expect to work.

Graduate Programs

Reading for K-12 programs not Primary Literacy Providers (competencies 1-2)

Secondary Education programs include in their program of studies, RED: 3333 Reading in the Content Area as the course to support the expectations for reading. The course includes Reading Competencies 1 and 2 and corresponding indicators which are incorporated to provide the appropriate grounding in reading instruction for content area candidates to help students become successful and independent readers.

School Psychology and Counselor Education programs include in their program of studies RED: 5336 Reading in the Content Area to support the expectations for reading. This graduate level course includes Reading Competencies 1 and 2 with their corresponding indicators. Included in the matrix and the syllabus for the course are Competencies 1 and 2. Competency 1: Foundations in Language and Cognition includes substantive knowledge of language structure and function, and cognition for each of the five major components of the reading process. Competency 2: Foundations of Research-Based Practices, provides an overview of and the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery. Both The syllabus and matrix delineate how each indicator is assessed. They include tasks/assignments with assessments using various feedback approaches including rubrics. As candidates progress in completing the assessments for the Reading Competencies, they are reviewed and assessed at the course and program levels by the faculty.
1.1. F. Other Elements in the Core Curriculum

◊ Each element in 1.1.F is addressed in coursework.
◊ Course syllabi that address higher level mathematics concepts instruction for P-12 students.

For the Stand-Alone Reading Endorsement program:
◊ Documentation that the Area (E) in this section (information on the state system of improvement and accountability) is addressed and relates to the endorsement area is provided.

The Program Assessment Maps include matrices showing where other elements of the Uniform Core Curriculum (UCC) are addressed in specific courses. The matrices provide a description of the tasks/assignments in which candidates engage in order to address the UCC elements. Each program presents a matrix with particular courses where the other elements of the UCC are demonstrated.

The matrices reveal that all other required UCC elements are addressed in each of the programs in the Unit and across required courses both at the initial and advanced levels. Additionally, these elements are referenced in the course syllabi in the learning outcomes, topical outlines, description of assignments, and assessments.

All other elements of the Uniform Core Curriculum addressed by the Unit in each program include:

a. Higher level mathematics concepts (elementary, middle grades mathematics, secondary mathematics),
b. Mathematical computational skills acquisition and measures to improve P-12 computational performance;
c. Technology appropriate for the grade
d. Reading, interpretation, and use of data for student achievement
e. Information on the state system of school improvement and accountability;
f. Teaching strategies to meet the needs of diverse student populations;
g. Classroom management;
h. School safety;
i. Professional ethics;
j. Educational law;
k. Write and speak in a logical and understandable style with appropriate grammar;
l. Recognize signs of students’ difficulty with the reading and computational performance; and
m. Foundations and history of education (from professional education competencies and skills).
1.1. G. Description of published documents for program requirements

**Catalog copy noting program admission and completion requirements**

Florida A&M University has an electronic catalog with information on all degree programs, including education programs. The catalog provides information related to program admission and graduation requirements.

**Programs Handbook**

Individual programs have developed handbooks that include information regarding program admission, progression, and completion of the degree.

**COE Webpage**

The COE webpage contains information related to criteria for admission to teacher education and criteria for admission to student teaching and graduation requirements. This information is accessible to all candidates at the following URL. [http://www.famu.edu/education](http://www.famu.edu/education)

1.2. Field/clinical sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.

1.2. A. Field Placements

The institution presents post-placement data with a minimum of three placements per candidate (one placement being student/teaching internship) documenting multiple sites representing diverse cultures and varying exceptionalities including high-needs schools.

The following criteria are met:

- Identifies a minimum of three placements with one being the culminating or capstone clinical experience such as student teaching/internship. Placements may include observations and practicum experiences.
- Field experiences provide specific guidance from supervising faculty and cooperating teachers through observation instruments and feedback.
- Field experiences provide candidates with the opportunity to demonstrate a variety of strategies in multiple placement settings.
- Multiple sites representing diverse cultures and varying exceptionalities are defined and described based on school district population data.

Alternatively, for Master’s level programs that provide initial certification for teacher candidates who are already teaching in the classroom (Reading, School Counseling, and School Psychology):

- For those candidates who are teaching as they complete the program, multiple placement settings may be provided within the same school, through placements with a variety of students.

Candidate field based clinical experiences include three different placements during their matriculation in the program. The two initial placements occur during the designated field
experience courses with qualified instructors. The third placement is the culminating student teaching experience which is centralized. Through the Office of Student Teaching, the Unit ensures that candidates are provided with a variety of settings, grade levels, and cooperating teachers within Leon County and Gadsden Public Schools to ensure diversity. The Office of Student Teaching also maintains a database with this information.

A database is maintained to ensure that all candidates in every program are guaranteed diversity in their placement to ensure a wide range of experiences before they exit the teacher education programs. This practice ensures that all candidates receive the richness in the diversity of placement the surrounding school districts have to offer.

The purpose of the field/clinical experiences program (e.g., student teaching and practicum) is to provide pre-service teachers an opportunity to actively participate in structured field/clinical experiences using an integrated approach. During these experiences, the pre-service teachers are exposed to different teaching methods, strategies and techniques employed by a diverse population of teachers in diverse school environments. Careful planning, monitoring, and assessing the pre-service teachers, by the Director of Student Teaching, faculty and cooperating teachers, characterize the field-based and clinical experiences. These experiences include activities in cooperating P-12 public/private schools, community and neighborhood agencies, child care centers, after school enrichment programs, Title I schools, and Pre-K early intervention programs.

Candidates’ field based clinical (e.g., student teaching and practicum) experiences are varied and cross cultural. They occur in urban and rural settings while providing pre-service teachers an opportunity to gain practical teaching experiences throughout their professional training. Field experiences and clinical practices are well designed and sequenced, providing diversity, and maximizing the opportunity to integrate theory into practice.

The program includes a fully developed set of experiences that begin with a candidate’s initial courses in professional education and/or content based courses. The experiences allow candidates to apply and reflect on course content, professional and pedagogical knowledge, and skills required. They further allow the candidates to develop and apply dispositions that reflect the PEU conceptual framework, FEAPs with indicators, the UCC and other appropriate local, state, and national professional standards. The field experiences are designed to move from simple, single-dimensional experiences in public school classrooms to complex, multifaceted experiences that culminate in effective candidate student intern/teaching.

During these experiences, the pre-service teachers are exposed to different instructional modalities, pedagogical content, knowledge, competencies, classroom management techniques, and formative and summative evaluation processes. The techniques employed by a diverse population of teachers in diverse school environments offer the candidates the opportunity to examine their own philosophies and belief systems. University supervisors, faculty advisors, professors, cooperating teachers, and the Director of Student Teaching are involved in planning, monitoring, and assessing the pre-service teachers field-based and clinical experiences. These experiences include activities in cooperating P-12 public/private schools, community and
neighborhood agencies, child care centers, after school enrichment programs, Title I schools and Pre-K early intervention programs with teachers who are credentialed.

The Office of Student Teaching uses various instruments to provide guidance to supervising faculty, cooperating teachers, and candidates. A seminar with cooperating teachers is held at the beginning of the semester to provide an overview of the process for supervising the candidates, how to use the assessment instruments to record progress of the candidates, and how to use the e-portfolio TaskStream system. Candidates participate in a pre- and post-student teaching for professional growth seminar and at least three required professional development days seminar/workshop during the semester. Topics for professional development of the candidates include professional dispositions, how to use technology to analyze data, parent-teacher conferencing, classroom management, critical thinking and problem solving, and other related topics.

The Unit continues to implement initiatives to improve the quality of teaching and teacher performance, to fulfill the mission of the Unit which is to support the engagement of the pre-service teachers in becoming reflective practitioners, and to graduate exemplary professionals. The connection between clinical practice and evidence of candidate learning are forged through various initiatives—Action Research, Professional Development, Differentiated Instruction, and Technology.

Action Research is a critical component in the development of the candidate’s ability to demonstrate the knowledge, skills, and professional disposition necessary to help all students learn. The connection between clinical practice and evidence of candidate learning is forged through current initiatives that include enhancing reading, writing, critical thinking skills, and action research during clinical practice. Each pre-service teacher is required to create a profile of his/her placement site, which must include the profile in the School’s improvement plan. After careful review of the improvement plan, an action research study is begun, focusing on some aspect of student achievement. Additionally, pre-service teachers are engaged in action research to develop instructional practice that will promote a reflective stance and a readiness for self-inquiry in student teachers, who will also attempt to address issues of theory and practice. Upon completion of the study, and at the end of the clinical practice, a poster presentation of the candidate’s research is displayed and presented to the university community.

Research on professional development best practices for teacher education has identified key elements to promote effective teaching that will maximize learning in students. Among them is the capability of teacher education programs to promote reflective thinking in teachers. Therefore, professional development activities are conducted once a month to prepare pre-service teacher with strategies on how to implement, structure, and monitor instruction based on inquiry on their own teaching practices.

Professional development activities primarily focus on differentiated instruction, assessment, data mining, integrating technology and meeting state standards. The pre-service teachers are asked to maintain a “best practices” log for the purpose of documenting practices considered to be “best,” where the practices effectively meet the objectives of a lesson and/or accomplish a task and can be replicated over time to serve a large number of people.
Professional development includes research on best practices for teacher education that has identified key elements to promote effective teaching that will maximize learning in students. Among them is the capability of teacher education programs to promote reflective thinking in teachers. Professional development activities are planned and scheduled once a month to prepare the pre-service candidates with strategies on how to research, design, implement, monitor and assess their instruction based on inquiry and reflection. The candidate must demonstrate the ability to implement, structure, and monitor instruction based on inquiry of their own teaching practices.

Differentiated instruction which addresses assessment, data mining, integrating technology, and meeting state standards is the primary focus of the professional development activities. The pre-service teachers are required to maintain a best practices log for the purpose of documenting practices considered to be “best” where the practices effectively meet the objectives of a lesson and/or accomplish a task, based on repeatable procedures that provide data in demonstrating effectiveness of increasing student achievement.

The program also provides opportunities for pre-service teachers to become effective and efficient in the use of instructional technology. To strengthen candidates’ skills in increasing student/pupil engagement, the program has expanded the use of digital technology. Through instruction and practice in the use of the Flip Video and the social network medium (i.e., the Blog), the program offers creative opportunities for pre-service teachers to increase motivational impact of student learning. To document pupil outcomes, teacher candidates are encouraged to place their video lessons on TaskStream for observation and assessment by supervising faculty. The College examines post-placement data to ensure a minimum of three placements per candidate with student teaching being one placement. Multiple sites representing diverse cultures and varying exceptionalities including high-needs schools are documented.

To support the engagement of pre-service teachers in becoming reflective practitioners and to graduate exemplary professional, the College of Education continues to implement initiatives to ensure that the following criteria are met:

- Identifies a minimum of three placements with one being the culminating or capstone clinical experience student teaching/internship/practicum. Placements may include classroom observation(s) and practicum experiences.
- Field experiences provide specific guidance from supervising faculty and cooperating teachers through observation instruments and feedback.
- Field experiences provide candidates with the opportunity to demonstrate a variety of critical tasks and strategies in multiple placement settings.
- Multiple sites representing diverse cultures and varying exceptionalities are defined and described based on school district population data.
Counselor Education
School Psychology

Candidates in the graduate level programs participate in field/clinical experiences at sites that are varied and diverse in terms of students with exceptionalities and performance levels in a variety of settings including high needs schools. To achieve the greater depth and breadth, candidates also participate in multiple placements within the same school in order to achieve the most appropriate experience with a variety of students.

Candidates in Counselor Education participate in field/clinical experiences in at least two (2) different settings. In addition, course level experiences are at various sites in the Leon County Public School District, as well as in alternative public school settings (e.g., Tallahassee Marine Institute, “Pepper” Ghazvini Learning Center, and the Pace Center.) To meet diverse placements, candidates for the degree in School Psychology participate in various field experiences at the course level and in a year-long internship at various placements across the state to meet diverse placements.

1.2. B. ESOL Post-Placement Data

◊ Programs that lead to an ESOL endorsement (Elementary Education/ESOL and Exceptional Student Education/ESOL) provide for an appropriate ESOL placement. (see Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs)

ESOL Field Experience Placement

Field-based experiences are systematically provided throughout the ESOL-Infused programs for Elementary Education/ESOL, Pre-k/Primary Education/ESOL, and English Education/ESOL. The Unit has a working relationship with these area ESOL centers where candidates participate in classrooms with ESOL credentialed teachers both at the elementary and secondary levels. The partnership with the ESOL centers and teachers provide candidates with the opportunity to work directly with English Language Learners rather than just observing instruction. Candidates in both ESOL stand-alone courses obtain separate ESOL experiences.

At the beginning of the semester, the Office of Student Teaching obtains the roster from each class across the Unit to ensure appropriate placements based on the academic needs of the candidates. Therefore, candidates in the ESOL courses are placed at area schools where ELLs are educated. The Field Experience Placement Form is then completed by each candidate. The credentialed ESOL-instructor for the class ensures, coordinates, and supervises the school and classroom visits for the course, as well as the expected outcomes. Candidates in the ESOL courses work directly with students, as much as possible. At times, they provide support to classroom instruction initiated by the ESOL Resource teacher or the ESOL-Infused teacher. Field experience assignments and activities include individual and small group instruction using learning strategies (developed in the college classroom), support and alternative strategies to
work with ELLs during teacher directed instruction, use of language development inventories, and error analysis and corrective strategies of student work samples.

1.2. C. Reading Field Placements

<table>
<thead>
<tr>
<th>For the Stand-Alone reading Endorsement Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>◊ Appropriate placements for Reading practicum experience are provided.</td>
</tr>
<tr>
<td>◊ Placement demonstrates application of indicators in a culminating reading practicum.</td>
</tr>
</tbody>
</table>

Stand-Alone Reading Field Placements

The Reading Endorsement Program has produced three program completers. Each of these candidates was provided supervised practicum in which each was able to obtain additional practical experiences in increasing the reading performances of students with the prescription and utilization of appropriate strategies and materials. These strategies and materials were developed by reading faculty using scientifically-based reading research designed to address the prevention, identification, and remediation of reading difficulties. The candidates were two full-time classroom teachers who taught in rural Gadsden County Schools and one full-time graduate student who performed her practicum in an urban University Developmental Research School.

There are three courses in the program that require practicum experiences: RED 5549 Foundations of Assessment, RED 5546 Reading Diagnosis and Improvement, and RED 5247 Supervision in Reading. In Practicum I, candidates complete a diagnostic “work up”, and analyze the results and work with the student to correct the identified deficiencies. Practicum II requires candidates to administer the other assessment tools, plan and implement a Corrective Reading Program (CRP) with a struggling reader, and prepare a case study on the results. The culminating activity is an oral presentation of the individual case study. In Practicum III, candidates work with the school’s reading specialist/coach. The culminating activity requires that candidates design their ideal reading program supported by scientifically-based reading research for the school in which they worked or expect to work.

1.3. A. Faculty Requirements for Field/Clinical Supervision

<table>
<thead>
<tr>
<th>Evidence is provided that supervising faculty possess one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Specialized training in clinical supervision, or</td>
</tr>
<tr>
<td>2. Valid professional teaching certificate, or</td>
</tr>
<tr>
<td>3. At least 3 years of successful teaching experience in prekindergarten through grade 12.</td>
</tr>
</tbody>
</table>

1.3 Program faculty meet state-mandated requirements for supervision of field/clinical experiences and faculty credentials for ESOL.
Faculty Supervision Credentials
Undergraduate and Graduate Programs

University faculty members who supervise candidates are identified by program chairpersons as accomplished educators with the appropriate credentials for supervising field/clinical experiences and student teaching of candidates in their field. Supervising faculty members have completed specialized training in clinical supervision or hold a valid teaching certificate or have had at least three (3) years of successful teaching experience in pre-k through grade 12.

1.3. B. ESOL Faculty Credentials

| 1. Credentials of faculty teaching ESOL-specific courses |
| 2. Credentials of faculty teaching infused courses |
| 3. Faculty development plan for support and for professional development of new faculty |
  ◊ All faculty teaching ESOL specific courses have an advanced degree in TESOL or a closely related field, i.e. Foreign Languages with an ESOL endorsement or equivalent training and experience. |
  ◊ All faculty teaching infused courses either have formal ESOL preparation, i.e. coursework, ESOL endorsement or professional certification OR have completed 45 contact hours of professional development in ESOL instructional preparation that is the equivalent to a three hour course. |

ESOL Faculty Credentials

Faculty members who teach specific ESOL courses are credentialed in the field with advanced degrees in TESOL, or a closely related field as noted on the faculty vita and credentialed files. The ESOL Office maintains faculty credential documentation to ensure that regular faculty members or adjunct faculty members are qualified to teach ESOL stand alone courses.

Faculty teaching ESOL-infused courses received training through professional development offered by the Unit. New hires and adjunct faculty teaching ESOL-infused courses are required to participate in training to ensure program quality and consistency of purpose. The Faculty Development Plan consists of forty-five (45) contact hours of ESOL training provided through five (5) modules of 9 hours each. The nine (9) hours are divided into 3 blocks of training consisting of the following:

- Three (3) hours of Colloquia including consultants, moderated videotapes, etc and the like.
- Three (3) hours of related outside assignments including web-based instruction/explorations, handouts, reading of articles and/or, book chapter(s), viewing and discussion of selected video tapes, visitation of ELL schools/classrooms, school visitation as appropriate.
- Three (3) hours of team planning/individual work including course planning and development for inclusion of standards and performance assessment of the pre-service teacher.
1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.

1.4. A. Credentials for District Personnel Field/Clinical Supervisors

The institution provides documentation from partnering school districts stating that all district personnel meet the following requirements:

1. Evidence of clinical educator training
2. Successful demonstration of effective classroom management strategies that consistently result in improved student performance.
3. Evidence of ESOL credentials (if applicable)
   ◊ Evidence is provided that documents that district personnel have completed specialized training in clinical supervision, and successful demonstration of effective classroom management strategies that consistently result in improved student performance.

The teacher education programs offers a specific seminar each academic year which is designed to prepare faculty and school partners to supervise candidates. The course prepares supervising instructors to mentor pre-service candidates so that they can develop pedagogy, knowledge, dispositions, confidence, and skills to become qualified in-service teachers. The clinical educator training class involves the use of video and audio materials, and is aligned also with the components and instructional modalities teaching style utilized by the National Board for Teacher Certification used with National Board Programs.

School based cooperating teachers are selected by the principal of the school in recognition of their high performance, classroom management, professionalism, and other salient qualities of a highly effective performing educator. The criteria for all supervisors include:

- Three years of teaching experience as a minimum,
- Certification in area of supervision, and
- An agreement between the school administration and the University as stipulated in the Memorandum of Understanding.

District personnel who supervise candidates in the ESOL Field Experiences are certified in ESOL or ESOL endorsed. All placements are made at the district level with the approval of the school administrators.
2.1 Each program consistently applies state-mandated admission requirements.

2.1. A. Admission Requirements

The following data are collected annually:
1. Number of candidates entering the program and admission point
2. Number of candidates enrolled in program from year to year
3. Number of candidates meeting admission requirements upon entry
4. Number of candidates entering under 10% waiver
5. Documentation of assistance to those candidates entering under 10% waiver

## Unit

State-mandated admission requirements are consistently applied for admitting candidates into the teacher education program. The Unit’s Assessment System has six major transition points with components to monitor candidates’ performance and to improve the Unit’s operations and programs from admission through program completion and during the first year of employment. Transition Points 1 and 2 address admission to the University and teacher education program of study.

### Transition Point #1: Admission to the University.

All candidates are expected to meet the admissions requirements set forth by the University including high school GPA and ACT/SAT or GRE (graduate) scores, and submit an application for admission to the university.

### Transition Point #2: Admission to Program.

**Undergraduate Programs**

The undergraduate admission process for entry into teacher education is a function of the Center for Academic Success and begins at Transition Point 2. This transition point is initiated with the submission of the application for admission into the Professional Education Program. Students seeking formal admission into teacher education must have a (GPA) of 2.50 or higher for the general education component or have completed the baccalaureate degree with a GPA of 2.50 or higher. Additional requirements include:

- passing score on the FTCE General Knowledge Exam or CLAST;
- meeting “Gordon Rule” requirements; a grade of “C” or better on the required courses taken as part of the General Education Preparation Program; and
• completing successfully a criminal background check. Students also must successfully complete a pre-admission interview by the College of Education, Center for Success Teacher Education Interview Committee.

The Center for Academic Success processes the applications, conducts a review and audit of the student’s academic and advisement file to determine the candidate’s eligibility for admission. Once the student’s application is approved for admission, a faculty advisor is assigned. Part of the faculty advisors’ responsibility is to review the candidates’ performance and provide feedback on available assessment data to include: (GPA, academic probation, etc.). Regular conferences and forums are held by the advisors and the Center for Academic Success. Academic advisors regularly meet and conference with candidates providing the results for each course in which the candidates are enrolled.

Advanced Programs

Admission into graduate programs is initiated through the School of Graduate Studies. Teacher Education graduate admission requirements are consistent with University and state mandated requirements. Interested individuals for Counselor Education and School Psychology must submit the application(s), and transcripts to the School of Graduate Studies office. This file is forwarded to the respective department for review. The interested individual submits other documents such as three (3) reference letters, letter of intent, and publication (if any) to the department of interest. The Graduate Admission committee in the Unit approves the application and makes recommendations to the Dean of the COE. Minimum requirements for the master’s degree are: 1) possess an undergraduate degree from an accredited institution; 2) have a combined score of 1000 on the GRE or a 3.00 GPA covering the last 60 semester hours of the undergraduate degree; 3) declaration of the candidates intent to major in the discipline; 4) and three letters of recommendation. Counselor Education candidates must present a valid teacher certification or passing score on the FTCE.

Data Collection and Analysis

The PEU collects and analyzes admission data for all programs. Table 3 highlights University and Teacher Education admission results for 2009-2010. Previous year data are found in the links provided to the right. Across all disciplines for the 2009-2010 academic year, 544 students were admitted as pre-service (University Admits) teacher education majors. For the same year, 229 students were formerly admitted in the PEU’s state approved programs.
Table 3. Headcount of Fully Admitted Candidates for a 2009-2010 academic year

<table>
<thead>
<tr>
<th>Program</th>
<th>University Admitted</th>
<th>Program Fully Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Biology Education</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Business Education</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Drama Education</td>
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<td>3</td>
</tr>
<tr>
<td>Elementary Education/ESOL</td>
<td>242</td>
<td>56</td>
</tr>
<tr>
<td>English Education/ESOL</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Music Education</td>
<td>88</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>46</td>
<td>21</td>
</tr>
<tr>
<td>Physics Education</td>
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<td>0</td>
</tr>
<tr>
<td>Pre-K/Primary Education/ESOL</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Social Science Education</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>544</strong></td>
<td><strong>229</strong></td>
</tr>
</tbody>
</table>

Table 3 highlights full teacher education admission by semester over the review period. Table 4 presents the total number of students enrolled in all programs across the Unit for 2000-2010 was 744. Data for previous years indicate that enrollments over the reporting years have been fairly stable, with a headcount of 810 for 08-09 and 796 for academic year 07-08. The number of the students fully admitted for entry into all teacher education programs can also be found in the link to the right.
Table 4. Total PEU Headcount

College of Education Headcount Fall, 2009

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Program Code</th>
<th>Program Code</th>
<th>Program</th>
<th>Fall 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>11181</td>
<td>285</td>
<td>ADMINISTRATION &amp; SUPERVISION</td>
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<tr>
<td>11182</td>
<td>304</td>
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<tr>
<td>12000</td>
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<td>PRE-ELEMENTARY EDUCATION</td>
<td>242</td>
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<tr>
<td>12100</td>
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<td>PRE-EARLY CHILDHOOD EDUCATION</td>
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<tr>
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<td>ELEMENTARY EDUCATION</td>
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<td>12102</td>
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<tr>
<td>14100</td>
<td></td>
<td>PRE-PHYSICAL EDUCATION</td>
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<td>14101</td>
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<td>15000</td>
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<td>15101</td>
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<td>21100</td>
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<td>MUSIC EDUCATION</td>
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<td>22202</td>
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<td>DRAMA EDUCATION</td>
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<tr>
<td>22300</td>
<td></td>
<td>PRE-ART EDUCATION</td>
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<tr>
<td>22302</td>
<td>114</td>
<td>ART EDUCATION</td>
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<td></td>
</tr>
<tr>
<td>23100</td>
<td></td>
<td>PRE-ENGLISH EDUCATION</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>23102</td>
<td>398</td>
<td>ENGLISH EDUCATION</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>24100</td>
<td></td>
<td>PRE-BIOLOGY EDUCATION</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24104</td>
<td>288</td>
<td>BIOLOGY EDUCATION</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>24202</td>
<td>289</td>
<td>CHEMISTRY EDUCATION</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24300</td>
<td></td>
<td>PRE-MATHEMATICS EDUCATION</td>
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<tr>
<td>24302</td>
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<td>25000</td>
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<td>PRE-HISTORY EDUCATION</td>
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<td>25300</td>
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<td>25303</td>
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<td>POLITICAL SCIENCE EDUCATION</td>
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<td>26161</td>
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<td>SCHOOL PSYCHOLOGY Specialist</td>
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<td>26182</td>
<td></td>
<td>SCHOOL PSYCHOLOGY</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Table 5, highlights the formal admissions into teacher education programs for the academic years 2007-2008, 2008-2009, and 2009-2010.
Table 5. Teacher Education Admits by Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>35</td>
<td>41</td>
<td>39</td>
<td>115</td>
</tr>
<tr>
<td>2008-2009</td>
<td>23</td>
<td>63</td>
<td>40</td>
<td>126</td>
</tr>
<tr>
<td>2007-2008</td>
<td>27</td>
<td>71</td>
<td>49</td>
<td>147</td>
</tr>
</tbody>
</table>

Candidates Entering Under the 10% Waiver

Prior to 2008 the 10% waiver was utilized sparingly across the Unit. Beginning fall 2009 the Unit eliminated the 10% waiver for admission into teacher education. Therefore, candidates must meet all requirements to be fully admitted. For the 10% waivers prior to 2008, the Unit has a policy in place for assisting candidates who enter under this exemption to ensure that they participate in a monitoring system designed to provide support for areas constituting the reason for the 10% waiver. The system of remediation, which is initiated by the department, provides semester-by-semester review of course progress, course grades, assignments for improvement in areas of deficiencies, periodic review dates, and anecdotal information regarding progress. Each semester, the assigned advisor completes the progress forms indicating areas of progress and inadequate progress. For candidates not making adequate progress, the advisor must include specific reasons for the lack of progress and specific conditions the candidate must meet during the second semester after being admitted to the program. At the end of the second semester, should the candidate continue to make inadequate progress, a team of program professors including the department chair will make a determination for the candidate to be dismissed from the program. The department chair will forward the recommendation to the Dean, College of Education. At the undergraduate level, two (2) students were admitted under the 10% waiver. For the advance programs, School Psychology admitted one student under the 10% waiver. Counselor Education admitted one student under the 10% waiver who transferred before taking a single counseling course.

Documentation of monitoring and remediating are contained in departmental files for onsite review. The Unit has designed a form for remediation and monitoring of candidates who are admitted under the 10% exemption. The form provides checkpoints for documentation of assistance to the candidate until the remediation is completed.
2.2 Candidate evidence of attainment of Uniform Core Curricular content is assessed and data are collected from coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.

2.2. A. Documented candidate performance at a progress point and at mastery

2.2. A.1. Florida Educator Accomplished Practices and associated Professional Education Competencies and Skills at the pre-professional level
2.2. A.2. Subject area Competencies and Skills for Teacher Certification

3. Candidate performance data is collected at the individual and program level and data is used to make decisions regarding candidate progress and mastery.

4. Documented mentoring and coaching feedback is provided that supports candidate progression through the program.

The institution presents data to document candidate assessment performance at a progress point and at mastery/program completion. The assessment system includes a component that provides feedback to candidate on their progress toward mastery of FEAPs/PECs.

◊ Data documents a formal process to determine candidate progress and mastery of competencies.

The following elements are included:

1. Documented evidence that each candidate has made progress on demonstrating the FEAP/PECs and Subject Area Competencies and Skills prior to final culminating field/clinical experience.
2. Documented evidence that each candidate has mastered the FEAPs/PECs and Subject Area Competencies and Skills at program completion. The Professional Education Examination and Subject Area Examination (SAE) of the Florida Teacher Certification Examinations (FTCE) may be used for the second point of mastery at program completion for the Competencies and Skills.
3. Candidate performance data is collected at the individual and program level and data is used to make decisions regarding candidate progress and mastery.
4. Documented mentoring and coaching feedback is provided that supports candidate progression through the program.

For the Stand-Alone Reading endorsement program:

◊ Data documents a formal process to determine candidate progress and mastery of competencies.

The following elements are included:

1. Documented evidence that each candidate has made progress on demonstrating the competencies prior to practicum/field experience.
2. Documented evidence that each candidate has mastered the competencies at program completion.
3. Candidate performance data is collected at the individual and program level and the data is used to make decisions regarding candidate progress and mastery.
4. Documented mentoring and coaching feedback is provided that supports candidate progression through the program.
The PEU Assessment System has six major transition points with components to monitor candidates’ performance and to improve Unit operations and programs. These data elements include grade point average (GPA), E-portfolio TaskStream, field/clinical/practicum experiences evaluations, comprehensive examinations, employer satisfaction surveys, and exit surveys. Data collected from each transition point provide a view of candidates’ acquisition of knowledge, skills, dispositions, and progression within the program. As new data are acquired, aggregated and analyzed, they are shared throughout the Unit for program improvement. These same data are used within the University’s assessment system (FAMOUS Model) to document candidates’ performance, program effectiveness, and program improvements.

Across the PEU, and at specific transition point intervals, candidate performance is determined as satisfactory for continued progression through multiple assessments. The Unit’s Assessment System Diagram provides a view of the multiple assessments used and the specific intervals where candidate assessments are made. Each program in the PEU has multiple assessment measures for candidates upon entry into the University, Admission Into the Program, Initiation of Program, Progression, and Completion of Course Requirements, Advance To Candidacy, Graduation/Exit, and Post-Graduation (See PEU Assessment System Diagram).

Faculty members in each program assess candidate’s pedagogical knowledge, skills, and dispositions through course-based assessments, field/clinical/practicum experiences and student teaching or internship evaluations. Data from these assessments are used to make decisions about candidate performance, advancement to candidacy, and completion of the program. As candidates progress through the program, they will demonstrate increasingly higher levels of knowledge, skills, and dispositions as identified in the Unit’s conceptual framework and program knowledge bases. Since training is a process that results in cumulative data, evaluation, and feedback become crucial to advancing in the higher levels of training. As feedback is given to candidates, continued growth is expected in the candidates’ performance.

The Unit’s assessment system utilizes measures deemed appropriate as predictors of candidates’ ability to meet and/or exceed the established criteria, as determined by national, state, institutional, and program standards for graduation and to enter the teaching profession and other professional educator capacities. The assessments are designed based upon the understanding that there is a relationship between the various assessment measures and candidates’ ability to demonstrate the knowledge, skills, and dispositions associated with the measures in a real world context. The Unit’s assessment measures are applied from Transition Point 1 through Transition Point 6. Candidates’ successes on established measures, which indicate meeting requirements at these transition points, also indicate progressive success at each point. The Unit’s assessment measures (in Transition Point 1 through Transition 6) provide a longitudinal view of each candidate’s acquisition of competencies, which ultimately leads to the designation of “Exemplary Professional.”

The Unit assessments used as predictors of candidates’ success are grade point averages, Graduate Record Examination scores, program’s comprehensive examination results, state professional licensure examinations; Florida Teacher Certificate Examination (FTCE) and Florida Educational Leadership Examination (FELE), (taken prior to degree certification);
approved e-portfolio TaskStream; theses and dissertations; and employer satisfaction survey results.

**Transition Point #1: Admission to the University.**
All candidates are expected to meet the admissions requirements set forth by the University and/or department including high school GPA and/or ACT/SAT and/or Graduate Record Examination (GRE) scores for admission, and submit an application for admission.

**Transition Point #2: Admission to Program.**
Upon formal admission to a teacher education program, the candidate is assigned a faculty advisor. Part of the faculty advisors’ responsibility is to review the candidates’ performance and provide feedback on available assessment data (e.g., GPA, and academic probation). Regular faculty advisory meetings, conferences and forums are held for candidates providing the results for each course in which the candidates enroll. Specific critical tasks assessments constitute requirements for satisfactory completion of the course. Candidates are provided feedback on course critical tasks assessments, which specify the level at which knowledge, skills, and dispositions are being mastered. Ultimately, an overall assessment is reflected in a course grade which the advisor reviews with candidates.

**Transition Point #3: Initiation, Progression and Completion of Course Requirements (Level I)**
Each program collects, organizes and stores data on candidate performance. At the individual course level, faculty are expected to use the coaching and remediation planning form to assist candidates who are underperforming and provide assistance as needed for improvement. If continuous deficiencies are noted, the faculty may make a recommendation to the chair for additional assistance. At the departmental level, the chair of the department reviews the data, summarizes and analyzes program summary reports and examines the extent to which specific objectives are met. The results are reported in the program Status Report (PSR) delineating a plan for improvement. During this Transition Point, candidates develop and revise their Professional Development Plan as a means of monitoring their advancement toward student teaching. Candidates must take and pass all three sub-tests of the FTCE (General Knowledge, Professional, and subject Area Examination) as a requisite for advancing to student teaching. The course level e-portfolio TaskStream provides a summary status of the progress made by the candidate across all courses taken for the specific major thus serving as a summative assessment tool. The main focus at Transition Point 3 is to maintain or revise program curriculum, initiate the coaching and remediation process, where needed, and to provide, FTCE Subject Area Review Sessions for program improvement, and to increase the success of the candidates.

**Transition Point #4: Advancement to Student Teaching (Level II)**
At this point, a GPA analysis is conducted to ensure that all professional education courses have been taken with the appropriate GPA, and the professional education and subject matter portion of the FTCE have been completed before applying for student teaching. The Student Teaching e-Portfolio Taskstream is the first education course that requires field clinical experience, maintained, and evaluated as a culminating tool to assess the candidate proficiency of artifacts work products demonstrating attainment of FEAPs with indicators.
Transition Point #5: Graduation/Exit
At the end of the last semester before graduation from the Teacher Education Program, program, program chairs provide candidates with a post questionnaire to evaluate the program curriculum, instruction, facilities and student services. At the suggestions of the prospective graduates, the curriculum and course content is reviewed and changes are made as deemed appropriate. The Field Experience Evaluation Forms are used by the University and school supervisors to review curriculum, revise course content, and develop remediation strategies. Additionally, a graduation status check is conducted by the Office of Student Teaching to ensure that all requirements are met including, GPA, FTCE passing and the required number of hours. The e-Portfolio Taskstream is submitted by the candidate, reviewed and evaluated for the mastery of the FEAPS by both the Directing Teacher, and the University Supervisor to assess the level of FEAPs with indicators proficiency. At the graduate level, the department chairs and faculty analyze each candidates documents to ensure that each qualification has been met satisfactorily.

Transition Point #6: Post-Graduation/ Exit
A questionnaire (Employer Satisfaction Questionnaire) is sent to the employers of our graduates to determine their level of satisfaction with the performance of the graduates from programs. Upon receipt of the data, the results are used to review programs, the curriculum, course critical tasks, and revise course content/objectives, course critical tasks and rubrics focus as needed leading to curriculum/program improvement. Additionally, a Graduate Follow-up Survey is sent periodically (every 2 years) to all graduates for the purpose of continuous program improvement to meet the needs of the educational community.

Data documents a formal process to determine candidate progress and mastery of competencies.
The following elements are included

Procedures for Documenting Candidates’ Progression and Mastery
Throughout the Uniform Core Curriculum

Transition Point 3 marks the Initiation, Progression, and Completion of the Program Courses and Transition Point 4, marks the Advancement to the Internship/Practicum. The candidates must complete the E-portfolio, standard-based candidates performance assessment on the Florida Educator Accomplished Practices (FEAPs), Professional Education Competencies and Skills (PECS), and Subject Areas Competencies and Skills (SACS). The E-portfolio consists of two parts or two levels corresponding to Transition Point 3 (Level 1) and Transition Point 4 (Level 2).

Each program develops the core curriculum and matrix, listing the courses and assignments which cover respective standards, competencies and skills, such as critical thinking or diversity. Faculty members develop the course syllabus, which include three artifacts designated by the program, and assessment rubrics aligned with the standards and indicators, and then upload to the Task Stream system. In Transition Point 3, candidates complete the course assignments, which are assessed by the faculty using rubrics, and then upload the assessed artifacts to the Level 1 E-portfolio. The coaching process is initiated if the candidates experience problems or issues in performance. They are offered FTCE subject area study sessions or a remediation plan is developed. In Transition Point 4, candidates must complete the assignments in
Internship/Practicum, which are assessed by the University Supervisors and Cooperating Teachers using the assessment rubrics, and upload the assessed artifacts to the Level 2 E-portfolio. At this point in the assessment the FEAPs are assessed for mastery to ensure that the candidates are well versed in the application of all 12 FEAPs. The following chart depicts the whole process at both level 1 and level 2.

Chart 1. Standard-based Performance
SUMMARY REPORT FOR CONTINUING PROGRAM APPROVAL STANDARDS

Standard-based Candidates Performance Assessment

Course Assignment/Artifact Assessment (level 1)
- Faculty design critical assignments/assessments linked to corresponding standards (FEAPs, PECs, SACS, Reading and ESOL), and competencies, grading rubrics and enter them in Task Stream.
- Candidates complete and share assigned work in Task Stream to be evaluated by the instructor.
- The professor assesses the artifact and provides feedback to the candidate.
- The faculty reviews disaggregated data to provide support for underperforming candidates.
- The faculty and Chair review aggregated data and makes plans for reteaching and practice in areas of concern.

Course level assessments are generated from Task Stream
- Course goals attainment are evaluated based on assessed standards using departmental program rubric
- Program Coordinators/Department Chairs generate aggregated course data and student level assessments for The FAMOUS Instructional Program Plan summative report based on assessed standards

Program summaries are generated from Task Stream
- Candidates meet with the review team (faculty advisor/program coordinators/Chairs) to review and reflect on portfolio outcomes.
- Program Coordinators/Department Chairs generate aggregated course data and student level assessments for The FAMOUS Instructional Program Plan summative report based on assessed standards

Candidates’ E-Portfolio
- Assessment Committee reviews Reports Team provides Feedback and makes recommendations for continuous improvement Results are shared with Unit Advisory Council

FTCE Study Sessions On-going
- Subject Area and Professional Exam results posted.
- Candidates are advised
- Mentoring and coaching Continued as needed through study sessions
- Data is aggregated and shared with each program and with the Assessment Committee.

Remediation Plan instituted as necessary
- Course level assessments are generated from Task Stream
- Program summaries are generated from Task Stream
- Candidates meet with the review team (faculty advisor/program coordinators/Chairs) to review and reflect on portfolio outcomes.
- Program Coordinators/Department Chairs generate aggregated course data and student level assessments for The FAMOUS Instructional Program Plan summative report based on assessed standards

Candidate Teaching/Internship Assessment (level 2)
- Faculty design critical assignments/assessments expectations and corresponding rubrics for related the FEAPS/PECs mastery and enter these in Task Stream.
- Candidates complete and share assigned work in Task Stream to be reviewed and/or evaluated by the University professor and the cooperating teacher.
- The faculty and/or cooperating teachers assess the artifact and provide feedback to the candidate.
- The faculty and chair review disaggregated data to provide support for underperforming candidates.
- The faculty and chair review disaggregated data to provide support for underperforming candidates.
- The Program Chair reviews aggregated data for summative review with the candidate to complete the individual e-portfolio

Transition Point 3
- Mentoring and Coaching Process is initiated.

Transition Point 4
- The faculty assesses the artifact and provides feedback to the candidate.
- The faculty and Chair review aggregated data and makes plans for reteaching and practice in areas of concern.
- The faculty and Chair review aggregated data and makes plans for reteaching and practice in areas of concern.
Candidates are expected to progress to mastery of the FEAPs. At the course level (Level 1), the FEAPs Overall Matrix provides an overall viewing of the distribution of both standards and corresponding indicators for each course thus ensuring ample use throughout the program of studies. The matrix for specific use of the FEAPs provides specificity in the description of the assessment of each FEAP, assessment instrument, and the course in which it will be measured. During the period prior to Student Teaching, the candidates use select artifacts in each course to provide a wide range of knowledge, skills, and dispositions inclusive of elements of the FEAPs to demonstrate both formative and summative measures of progress. At the task level, all FEAPs are measured during program courses (Level 1) and at the Level 2, mastery during the Student Teaching. At the Task Level (Level 1), candidates have been accepted to the program and are completing upper division coursework prior to enrolling in internship courses. Every upper level professional education and methods course includes FEAPs tasks. These tasks in their entirety require demonstration of all the FEAPs.

The graded artifacts at Level 1 become part of the course level E-portfolio. The information collected provides feedback at the course level leading to wider profile at the program level. The second point of measurement occurs with the internship E-portfolio where all standards are measured for mastery as a function of the student teaching experience. At both levels, candidates complete and share assigned work in Task Stream to be evaluated by the course instructor. The artifact is assessed and feedback is provided.

The data collected will be disaggregated and reviewed for each candidate so that feedback can be provided and assistance can be given. Candidates who are underperforming and demonstrating difficulties with the content and practice will be provided with mentoring and coaching. If the deficiencies merit additional assistance, a remediation plan is instituted with the instructor or through external support and resources such as writing lab, tutorials, and the like. The aggregated course data will be reviewed and analyzed for continuous course improvement including reteaching and providing additional practice. The course level assessment generated from Task Stream is critical to course planning and redesign and may lead to course goals reassessment. At Level 1, program level, program coordinators and chairs review program aggregated data and summaries generated in Task Stream. The program data and student assessment data become part of the FAMOUS instructional program Plan summative report to the University. The E-Portfolio is finalized as a team of program faculty, directors and chairs lead each candidate through a session of review and reflections on the E-portfolio outcome measures as condition for progression to Level 2.

Level 2 process focuses on the mastery of the FEAPs during Student Teaching. Specific FEAPs expectations are designed as part of the critical assessments for student teaching. Throughout the experience, candidates share assignments in Task Stream to be reviewed and evaluated by the University supervisor and the cooperating teacher. If the feedback provided to the candidate indicates deficiencies, the mentoring and coaching process will be initiated. If the deficiencies merit additional assistance, a remediation plan is instituted with the instructor or through external support. The aggregated internship data will be reviewed and analyzed for continuous improvement which could include suspension of student teaching. The internship level assessment generated from Task Stream is critical for planning and redesigning the experience and may lead to goals reassessment.
At the culmination of the internship experience, University supervisors, program coordinators and chairs review program aggregated data and summaries generated in Task Stream. The program data and student assessment data become part of the FAMOUS Instructional Program Plan Summative report to the University. The E-Portfolio is finalized as a team of program faculty, directors and chairs will lead each candidate through a session of review and reflections on the E-portfolio outcome measures as condition for graduating from the program. The Assessment Committee reviews reports, provides feedback and makes recommendations for continuous improvement. The results are shared with Unit Advisory Council for further input and recommendations.

At Transition 3 (Level 1), direct measures to assess the attainment of the FTCE skills are included as part of the courses for the program. The FTCE specific matrix contains demonstration points for each standard and proficiencies distributed throughout the courses for the program. All candidates are expected to pass the FTCE before advancing to student teaching.

A formal process is in place to collect data on candidates’ progression and passing of the FTCE. As part of the assessment system and support for continuous progress, candidates will be invited to attend review sessions as a part of an institutionalized innovative approach through the “Rattler Pathway to Professional Teacher Education” which consists of classroom instructions, remediation, tutorials, and computer based practice. In its pilot stage, the “Rattler Pathway to Professional Teacher Education” is designed to assist students with gaining knowledge and skills to successfully pass the General Knowledge Test of the FTCE. Participating candidates are given a pre-test on the Florida Teacher Certification Examination (FTCE). From these results, candidates will be sent on two pathways. Those candidates who pass the pre-test with a cut score of 200 or more will be sent through a pathway called guided practice. Candidates who make a score of less than 200 will be sent through a pathway called intensive instruction.

Guided practice students are encouraged to utilize the computer practice lab on a regular basis. These students will practice on a variety of software and programs. During the mid-term week for the semester, students will be given another pre-test and if they maintain the cut score of 200 or more, they will be encouraged to register for the FTCE. If they failed to maintain the cut score of 200, they will be required to continue in guided practice pathway. At the end of the semester, these students will then be given a post test. If they make the cut score of 200 or more they will be encouraged to take the FTCE. If they failed to make the cut score of 200, they will be encouraged to re-enroll in the guided practice pathway.

For intensive instruction students will utilize the computer practice lab; enroll in test preparedness courses that are related to the sections of the FTCE where they have deficiencies; and utilize the University academic support services. During the mid-term week for the semester, the candidates are given a pre-test and if they make the cut score of 200 or more, they will be encouraged to register for the FTCE. If they failed to make the cut score of 200 or more, they will be required to continue in intensive instruction pathway. At the end of the semester, these students will be given a post-test. If they make the cut score of 200 or more they will be encouraged to take the FTCE. If they failed to make the cut score of 200, they will be encouraged to re-enroll in the intensive instructional pathway.
The Center for Academic Success collects and analyzes the data on candidates’ attendance, participation and performance in both guided practice and intensive instruction. The data on each candidate is shared with the program team including the advisor, chair, and professors who teach courses in the area of the deficiencies to monitor and provide steps to remediate the weaknesses. The team meets with the candidates for advisement and reviews the plan for remediation and progress monitoring. Aggregated data on candidates’ progress toward passing all sections of the FTCE will be shared with the Unit Assessment Committee for feedback and input for continuous progress. All candidates are expected to pass the FTCE before advancing to student teaching.

The 25 ESOL Performance Standards and the 11 ESOL Competencies and Skills for the FTCE were aligned to the new twelve (12) ESOL standards through a crosswalk to ensure coverage of the required standards. They are correlated into a matrix and aligned to specific measures and artifacts in the course(s) offered to the candidates. The ESOL courses also use TaskStream as the primary means of assessing the progress of the candidates against the standards. The program collects course data through select artifacts uploaded into TaskStream. Data related to individual progress are collected and shared with each candidate. Additionally, summative course data inform of course level needs for improvement and collectively program level progress and needs for improvement.

There is a process in place to mentor and provide feedback on the candidates related to progress being made in the ESOL courses. As part of the program progression, candidates taking one ESOL course are coached by the professor in the course for corrective feedback on artifacts needing improvements to demonstrate the standards. The candidates receive feedback as the product in graded through Task Stream, especially since the system allows for direct feedback using direct written callouts for the specific areas of concern. Candidates are given opportunity through the mentoring and coaching process to make improvement related to the ESOL Standards for the course. Should the candidate continue to underperform, a remediation plan will be institutionalized leading to corrective measures. The ESOL instructor and the Director of ESOL are qualified and are a part of the review team for the E-portfolio at both Level 1 and Level 2. The E-portfolio is used as a summative assessment tool to provide overall feedback for knowledge, skills and dispositions gained as a result of the ESOL course taken by all secondary education majors.

Candidates across the Unit are expected to take RED 3333 Reading in the Content Area or other reading courses appropriate for their discipline. The other candidates in programs that are primary literacy providers matriculate in a variety of courses to meet their requirements course addresses Reading Competency 1& 2 as required by DOE guidelines. The reading course also uses TaskStream as the primary means of assessing the progress of the candidates against the standards. The program collects course data through select artifacts uploaded into TaskStream. Data related to individual progress are collected and will be with each candidate. Additionally, summative course data inform course level needs for improvement and, collectively, program level progress and needs for improvement.
There is a process in place to mentor and provide feedback on the candidate related to the progress being made for Reading across the Unit. As part of the program progression, candidates take one reading course/courses as required for their program of studies and are coached by the professor in the course for corrective feedback on artifacts needing improvements to demonstrate the standards. The candidates receive feedback as the product is graded through Task Stream, especially since the system allows for direct feedback using direct written callouts for the specific areas of concern. Candidates are given opportunity through the mentoring and coaching process to make improvement related to the Reading Standards for the course. Should the candidate continue to underperform, a remediation plan will be institutionalized leading to corrective measures. The reading instructors for the course are credentialed and serve as part of the review team for the E-portfolio at both Level 1 and Level 2. The E-portfolio is used as a summative assessment tool to provide overall feedback for knowledge, skills and dispositions gained as a result of the reading course taken by all secondary education majors.

Informal and formal assessments of the FEAPs/PECs with indicators are ongoing in courses and field experiences throughout all programs in the Unit. As candidates complete and demonstrate knowledge and skills on assignments that are aligned to the required standards for the course, specific benchmarks are noted in the progression for full attainment of the FEAPs/PECs with indicators guiding the progression toward full attainment during the coursework with progression to mastery by the completion of the internship.
Table 6. Benchmarks for progression of the FEAPs/PECs and Subject Area Competencies

<table>
<thead>
<tr>
<th>Program</th>
<th>FEAPS/PECs Benchmark Points</th>
<th>Subject Area Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point #1</td>
<td>Point #2</td>
</tr>
<tr>
<td></td>
<td>Fulfill 3 FEAPs/PECs (Earn Credit pass) Teacher Ed Foundation Courses</td>
<td>Fulfill 9 FEAPs/ P ECS During Methods courses</td>
</tr>
<tr>
<td>Elementary Education/ESOL</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pre-k/ Primary Education/ESOL</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English Education/ESOL</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Social Science</td>
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<td>✓</td>
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<tr>
<td>Business Education</td>
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<td>✓</td>
</tr>
<tr>
<td>Physical Education</td>
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</tr>
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</table>

School Psychology and Guidance and Counseling candidates are assessed throughout the program on the FEAPs with indicators and the Subject Area Competencies as aligned and indicated in both programs courses and matrices. Candidates complete all course critical tasks assignments covering the selected FEAPs with indicators and the Subject Area Competencies with a minimum minimal grade of B or higher.

Demonstration of the FEAPs/PECs with indicators at Level 1 for the programs under review is documented through LiveText in transition to TaskStream for some programs and manually through excel spreadsheets for most programs. The data summaries for each program can be found in the exhibit room. The data indicate varying levels of FEAPs with indicators demonstration at the course level and across the program of studies. The demonstration of the FEAPs with indicators is assessed at four levels with level 4 being the highest level. (Level 4- Favorable, Level 3- Acceptable, Level 2 -Marginal, and Level 1- Unsatisfactory). Overall, 80 to 100% of candidates score at the Acceptable and Favorable levels across all FEAPs with
indicators. Of the 20% remaining, some candidates may occasionally underperform on particular FEAPs with indicators at the Marginal level and infrequently at the Unsatisfactory level. However, as the candidates receive feedback, improvement is noted on subsequent FEAPs with indicators course critical tasks.

Mastery of the FEAPs with indicators at Level 2 for the programs under review is documented through LiveText (prior to August 2010) and TaskStream during student teaching. The data summary across the Unit reveals a high level of mastery of the FEAPs with indicators as presented in the table below. The critical tasks and assessments include, but are not limited to, action research, problem solving activities, five day thematic units, classroom management system, and case studies. The evaluation of course artifacts reveal an average group score ranging between 90 to 98 % FEAPs with indicators proficiency attainment.

Table 7. Summary of Performance

<table>
<thead>
<tr>
<th>Category (Practice #)</th>
<th>Requirement</th>
<th>Authors Evaluated</th>
<th>Evaluation Method</th>
<th>Raw Results</th>
<th>Average for Group (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (Practice #1)</td>
<td>Develop Assessment Rubric</td>
<td>43 Calculated Score (Points)</td>
<td>1.88/4</td>
<td>97.02</td>
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<tr>
<td>Assessment (Practice #3)</td>
<td>Individual Development Program</td>
<td>43 Calculated Score (Points)</td>
<td>11.46/12</td>
<td>95.35</td>
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<tr>
<td>Communication (Practice #2)</td>
<td>Participate in Discussion Board</td>
<td>43 Calculated Score (Points)</td>
<td>11.04/12</td>
<td>91.96</td>
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</tr>
<tr>
<td>Communication (Practice #2)</td>
<td>Narrative Paper</td>
<td>43 Calculated Score (Points)</td>
<td>10.88/12</td>
<td>93.7</td>
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<tr>
<td>Continuous Improvement (Practice #3)</td>
<td>Action Research</td>
<td>43 Calculated Score (Points)</td>
<td>47.35/50</td>
<td>94.7</td>
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<tr>
<td>Continuous Improvement (Practice #3)</td>
<td>Journal Reflections</td>
<td>43 Calculated Score (Points)</td>
<td>11.37/12</td>
<td>94.77</td>
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</tr>
<tr>
<td>Critical Thinking (Practice #4)</td>
<td>Classroom Test Project</td>
<td>43 Calculated Score (Points)</td>
<td>3.74/4</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking (Practice #4)</td>
<td>Problem Solving Activities</td>
<td>43 Calculated Score (Points)</td>
<td>3.74/4</td>
<td>93.9</td>
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<tr>
<td>Critical Thinking (Practice #4)</td>
<td>Teaching Techniques Checklist</td>
<td>43 Calculated Score (Points)</td>
<td>11.02/12</td>
<td>91.86</td>
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<tr>
<td>Diversity (Practice #5)</td>
<td>Curriculum Resources</td>
<td>43 Calculated Score (Points)</td>
<td>10.91/12</td>
<td>91.07</td>
<td></td>
</tr>
<tr>
<td>Ethics (Practice #6)</td>
<td>Code of Ethics</td>
<td>43 Calculated Score (Points)</td>
<td>3.86/4</td>
<td>96.52</td>
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<tr>
<td>Ethics (Practice #6)</td>
<td>Case Study</td>
<td>43 Calculated Score (Points)</td>
<td>4.75/4</td>
<td>94.7</td>
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<tr>
<td>Human Development and Learning (Practice #7)</td>
<td>Pre and Post Test (required)</td>
<td>43 Calculated Score (Points)</td>
<td>26.70/28</td>
<td>95.36</td>
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<tr>
<td>Human Development and Learning (Practice #7)</td>
<td>Activities to Engage Students</td>
<td>43 Calculated Score (Points)</td>
<td>4.71/4</td>
<td>92.68</td>
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<tr>
<td>Human Development and Learning (Practice #7)</td>
<td>Instructional Strategies</td>
<td>6 Calculated Score (Points)</td>
<td>26.81/28</td>
<td>95.83</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Subject (Practice #8)</td>
<td>Parent Tool Kit</td>
<td>43 Calculated Score (Points)</td>
<td>25.40/28</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Subject (Practice #8)</td>
<td>Dashboard with FEAP's</td>
<td>43 Calculated Score (Points)</td>
<td>41.23/12</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>Learning Environments (Practice #9)</td>
<td>Classroom Management System</td>
<td>43 Calculated Score (Points)</td>
<td>11.87/12</td>
<td>98.91</td>
<td></td>
</tr>
<tr>
<td>Learning Environments (Practice #9)</td>
<td>Motivational Environmental Design</td>
<td>10 Calculated Score (Points)</td>
<td>3.90/4</td>
<td>97.5</td>
<td></td>
</tr>
<tr>
<td>Learning Environments (Practice #9)</td>
<td>Behavior Change Project</td>
<td>8 Calculated Score (Points)</td>
<td>3.75/4</td>
<td>93.75</td>
<td></td>
</tr>
<tr>
<td>Learning Environments (Practice #9)</td>
<td>Classroom Rules and Routines</td>
<td>35 Calculated Score (Points)</td>
<td>1.91/4</td>
<td>97.86</td>
<td></td>
</tr>
<tr>
<td>Learning Environments (Practice #9)</td>
<td>Classroom Diorama</td>
<td>43 Calculated Score (Points)</td>
<td>1.81/4</td>
<td>95.31</td>
<td></td>
</tr>
<tr>
<td>Planning (Practice #10)</td>
<td>Five Day Thematic Unit</td>
<td>43 Calculated Score (Points)</td>
<td>37.76/40</td>
<td>94.41</td>
<td></td>
</tr>
<tr>
<td>Role of the Teacher (Practice #11)</td>
<td>Summary of Faculty Meetings</td>
<td>15 Calculated Score (Points)</td>
<td>11.14/12</td>
<td>92.86</td>
<td></td>
</tr>
<tr>
<td>Role of the Teacher (Practice #11)</td>
<td>Analysis of Observations</td>
<td>21 Calculated Score (Points)</td>
<td>1.95/4</td>
<td>98.81</td>
<td></td>
</tr>
<tr>
<td>Role of the Teacher (Practice #11)</td>
<td>Intern’s Plan of Goals</td>
<td>34 Calculated Score (Points)</td>
<td>1.82/4</td>
<td>95.59</td>
<td></td>
</tr>
<tr>
<td>Technology (Practice #12)</td>
<td>PowerPoint Presentation</td>
<td>43 Calculated Score (Points)</td>
<td>27.03/28</td>
<td>96.51</td>
<td></td>
</tr>
<tr>
<td>Summative Evaluations</td>
<td>Cooperator Teacher’s Eval</td>
<td>46 Calculated Score (Points)</td>
<td>86.24/100</td>
<td>96.24</td>
<td></td>
</tr>
<tr>
<td>Summative Evaluations</td>
<td>College Supervisor’s Eval</td>
<td>52 Calculated Score (Points)</td>
<td>84.48/100</td>
<td>94.48</td>
<td></td>
</tr>
</tbody>
</table>

The second point of mastery for the FTCE is documented through the Subject Area Examination (SAE) for candidates. The passing rate for candidates in each program ranges from 80 -100%. With the exception of School Psychology, where two students did not pass the test, candidates demonstrate sufficient knowledge to become licensed professionals.
Table 8. Pass Rates on Content Licensure Tests for Initial Teacher Preparation For Period: 2008-2009

<table>
<thead>
<tr>
<th>Programs</th>
<th># of Test Takers</th>
<th>% Passing at State Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Pass Rate for the Unit (across all initial teacher preparation programs)</td>
<td>69</td>
<td>100%</td>
</tr>
<tr>
<td>Art Education</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>Music Education</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Business Education</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Pre-K Primary Education</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>English Education</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>39</td>
<td>100%</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>School Psychology</td>
<td>3</td>
<td>66%</td>
</tr>
</tbody>
</table>

Sample reports of FEAPs, Subject Area C&S, ESOL, PS, and REC data at both the program and candidate levels are included in the exhibit. While some of the databases provide a variety of reports, the samples presented in this report are a snapshot at a moment in time and are not meant to provide complete or comprehensive reports.

FEAP

FEAP data are generated through Excel spreadsheets while other data are generated through Task Stream. Elementary Education, Pre-k/Primary, and ESOL generate reports in TaskStream, but supporting manual data are also available on site. The data reports reveal that the majority of candidates across the Unit demonstrate standards at Favorable (4) and Acceptable (3) levels. Candidates performing at the Marginal level (2) and Unacceptable level (1) are provided assistance during the course through direct feedback from the professor and/or advisor; and students are also given opportunities for corrective measures.

The FAMU PEU has implemented an assessment system to collect data on candidate performance in relation to the required elements of the UCC (FEAPs/PECs, FSACs, ESOL Competencies, and Reading Competencies as appropriate. Key assignments in each teacher preparation course are assessed by the course instructors and serve as critical components of the Unit’s system to monitor candidates’ progression and mastery of the essential competencies.

All undergraduate programs employ a common set of FEAPs with indicators which are addressed in the core foundation courses offered by the Department of Secondary Education. These courses are common across all undergraduate programs, with common specific required artifacts/work product(s), rubrics and other means of assessments.

For each program, there is a formal process by which program faculty monitor candidate performance on key assignments in their course work and field experiences. At the course level, each candidate must complete each of the key assignments and earn a “C” or better in the associated courses. The FEAPS matrices that are provided demonstrate the courses that are
associated with each FEAP/PEC, as well as the assignments as aligned to the appropriate FEAP indicators.

In the earliest years of the review period (Fall 2007-Spring 2008), the Unit employed the LiveText portfolio process as the primary measure of candidate performance. Coordinated by the Office of Student Teaching, program chairs and program coordinators worked together to review candidate portfolios at the point of admission to student teaching and at program completion. The following graphs demonstrate the overall performance of candidates on the FEAPS by year from 2007 to 2009. Additional documentation are attached that disaggregate these data by program. Candidate level data, including student work samples are available in the Electronic Exhibit Center in LiveText and will be available for review on site.

Figure 1. FEAPS Performance

In the Fall of 2009, the Unit moves to Taskstream which is a course assessment system that will allow for more robust reporting at both the candidate and program level. A transition plan is included that describes the impact of this transition on candidates and faculty members. By 2011, the TaskStream candidate assessment system will be fully integrated into the PEU Assessment System. In the meantime, the Unit has employed assessment data from both LiveText and Taskstream to drive the candidate and program assessment process.
2.2. A.3. For ESOL-Infused Programs

a. ESOL-specific courses
b. Solid grounding in ESOL through infused courses

◊ Data documents a formal process to determine candidate mastery of competencies. The following elements are included
1. Candidate performance data is collected at the individual and program level on mastery of the ESOL Performance Standards and Subject Area Competencies and Skills for ESOL.
2. Documented mentoring and coaching feedback is provided that supports candidate mastery of the competencies.

The ESOL Performance Standards and the 11 ESOL Competencies and Skills for the FTCE were aligned to the new twelve (12) ESOL standards through a crosswalk to ensure coverage of all standards. The ESOL stand-alone courses TSL 3080-ESOL Strategies for Instruction and TSL 4345- Methods for teaching ESOL used grading rubrics aligned to standards for both manually (initially before migrating to TaskStream) and direct grading in TaskStream as primary means of assessing the progress of the candidates against the standards. The program faculty collects course data through the grading of required course critical tasks select artifacts. Data related to individual progress are collected and shared with each candidate by the advisor and the Director of ESOL programs. Additionally, summative course data indicate course level needs for continuous program improvement and collective program level progress. ESOL infused courses use rubrics to assess subject area and ESOL infused expectations as indicated and aligned in the assessment matrices for ESOL.
The graph above represents the ESOL-infusion program within Elementary Education. The data analysis for the academic year 2009-2010 is presented as a sampling for the ESOL-infused programs in the unit. The graph includes both stand alone and ELSO infused courses combined to obtain a combined aggregation of data to show candidates demonstration of the performance standards as measured by a variety of artifacts including, lesson plans, philosophies for working with English language learners, article critiques, research projects with writing sample use, of teaching strategies using technology.

The graph reveals a high level of demonstration at the Favorable Level, which is the highest level on the grading rubric, for standards 5, 8, 10, 15, 17, 20, 21, 22, and 24. Standards 1, 3, 4, 7, 9, 13, 14, 16, 18, 19, 22, and 25 were demonstrated at the Acceptable Level which is the second highest point on the grading rubric. Standards 2 and 11 appear to be demonstrated at the Marginal Level, however, since the old 25 ESOL Standards were redundant in many areas these two standards correlate with standards 2, 3, 4, and 5 which were met at the Favorable and Acceptable levels. Therefore, all ESOL standards were demonstrated at the Favorable and Acceptable levels as indicated in the graph.
There is a process in place to mentor and provide feedback on the candidates related to progress being made in the ESOL courses. As part of the program progression, candidates taking ESOL courses are coached by the professor in the course for corrective feedback on artifacts needing improvement to demonstrate candidate proficiency of the standards. The written feedback is provided directly on the artifact through TaskStream. Candidates are given opportunity through the mentoring and coaching process to make improvement related to the ESOL Standards for the course. Should the candidate continue to underperform, a remediation plan is designed and implemented (institutionalized) leading to corrective measures. The ESOL instructor and the Director of ESOL are qualified and are a part of the review team for the E-portfolio Taskstream at both Level 1 and Level 2. Taskstream is used as a summative assessment tool to provide overall feedback for candidate knowledge, skills and dispositions demonstrated (gained) as a result of the ESOL instruction.
2.2. A.4. Reading Endorsement Competencies

Competencies 1-5 must be addressed for elementary education and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the Florida Reading Endorsement Alignment Matrix). Reading Competencies 1 & 2 must be addressed for all other K-12 programs that are not primary literacy providers.

◊ Data are collected at the individual and program level on mastery of the overall reading competencies required for the specific program.

◊ Documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program is provided.

**Pre-K Primary Education and Elementary Education**

The Reading Endorsement Program includes activities that are specifically aligned with Reading Endorsement Competencies 1-and their associated indicators which are included in the syllabi and displayed in the Reading Endorsement Matrix. The course content is based on current scientifically based reading research and clearly demonstrates attention given to insuring that the candidates have been exposed to the theoretical framework for identifying, diagnosing and correcting reading gaps found in readers who may be struggling. To take candidates from theory to application, the program includes Competency 6. To satisfy the requirements of Competency 6, candidates prepare a Reading Endorsement Portfolio during the Student Teaching phase of our program. Reading Endorsed personnel are required to supervise their progress with this critical task.

Documentation of candidates’ mastery of the reading competencies is verified with data collected through individual candidates’ artifacts and uploaded into TaskStream for collecting program data, analysis and reporting. The specific critical tasks in the course are collected, assessed, and input into TaskStream by the instructor. Some of the required critical tasks activities found in the course syllabi have been identified as scientifically based reading research best practices, and are recorded in the Reading Endorsement Matrix. In addition, course grades, passage of the Professional Education Subject Area portions of the Florida Teachers Certification Examination, and field experiences are used to determine the skill level of our candidates regarding the reading competencies. The data collected on individual candidates verify the efficacy of our program.

The Continued Approval Standard Guidelines indicates state that, for programs that have been approved for less than two years, a description is provided on how the system to collect data on mastery of the reading competencies has been implemented. The Reading Endorsement program has been approved (conditional) for less than two years.

The system for collecting data on mastery of the reading competencies for Pre-K Primary Education and the Elementary Education Programs, is comprised of coursework, field and practicum experiences which provide opportunities for candidates to meet the competencies and
certification requirements necessary for Reading Endorsement in the State of Florida. One of those required critical tasks, Competency 6, includes a supervised practicum to obtain practical experience in increasing academic performance of student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification and remediation of reading difficulties.

Candidates are provided with structured, progressive opportunities within the field clinical component to address the specific competencies and indicators required for Reading Endorsement. Candidates in the program are enrolled in a series of field-based practicum courses; EDE 3940-Theory & Practice in the Elementary School; EDE-4940 and EDE-4943 Student Teaching, while simultaneously enrolled in reading courses RED 3013-Teaching Reading in the Elementary School; RED 4519-Reading Diagnosis and Assessment and RED 3333-Reading in the Content Area, as well as, LAE 3314-Language Arts in the Elementary School and LAE 3414-Children’s Literature which cover all of the required reading competencies.

Within the curriculum (see Elementary Education Curriculum Roadmap), Elementary Education candidates follow a carefully designed series of courses and experiences that are blocked together and integrated in the Field Clinical Practicum course within that block. Each course within the block requires practicum experiences and assignments that are carried out in the elementary school placement to which the student is assigned. For example, LAE 3314 requires the pre-service candidate to collect and analyze writing samples from elementary students at various grade levels. This assignment addresses Indicator 6.1: applies knowledge of language development, literacy development and assessment to instructional practices. While this is an assignment for the specific class (LAE 3314), it is carried out in the field-based practicum for EDE 3940-Theory & Practice of Teaching. The instructor for the field-based course supervises the pre-service candidates on the field; and the course instructor oversees their work in the schools as well.

Candidates within the program are actively engaged in practicum experiences utilizing the reading competencies and indicators. They have opportunities to demonstrate knowledge of research-based reading, researching instructional practices for developing phonics and word recognition skills, and reading fluency, automaticity and reading endurance. In addition, they are engaged in developing student’s vocabulary and facilitating reading comprehension through the teaching of lessons, case studies, planning for instruction, the administration of reading assessments, and the interpretation of the data provided from these reading instruments. One such instrument, the Florida Assessment for Instruction in Reading (FAIR), which is congruent with the state’s and district’s reading assessment will be used by the pre-service candidate to obtain information about elementary school students’ reading skills and abilities. Using the information from the Broad Screening Inventory and the Targeted Diagnostic Inventory, candidates will gain knowledge of students’ awareness of print, letter recognition, letter linking, word building and word analysis used for Progress Monitoring of the student. Additional information is also gained regarding a student’s abilities in listening, reading comprehension and vocabulary development. This assessment system provides screening, diagnostic, and progress monitoring information that is essential to guiding instruction.
Through reading instruction and assessment, candidates learn to develop student’s metacognition, critical thinking and content area reading skills. They learn to differentiate instruction for all students including students who are English Language Learners and students that are at different levels of proficiency in oral and written language. The candidate learns to create print-rich and language-rich classroom environments.

In order to demonstrate proficiency in this area, the pre-service candidate will apply knowledge of reading development to reading instruction with satisfactory evidence of increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations as encountered within the general education classroom. To certify that the pre-service candidates are demonstrating these competencies in the classroom, a Reading Competency Checklist will be used at the practicum sights to assess their skills proficiencies. This Checklist will be completed by the reading professional observing and assessing the pre-service candidate.

The pre-service candidate will demonstrate these reading competencies through the development of a Reading Endorsement e-Portfolio. This portfolio will be developed throughout the pre-service teachers matriculation through the program, This portfolio will be developed using the TaskStream. Candidates will demonstrate mastery of the competencies by providing evidence of proficiency with each competency. The portfolios will include at least three (3) specific artifacts (e.g., reading case studies, lesson plans, reading assessments, and checklists to support reading endorsement for the candidate).

Artifacts/Work samples with written feedback will be provided to candidates as they progress in the program through informal sessions and in classes. Program faculty developed and created a form to document the mentoring and coaching aspect of the program which is used with candidates seeking reading endorsement. This form allows the instructor to identify deficiencies and provide one-on-one assistance to help the candidates resolve these issues. The coaching mentoring process also provides feedback to the individual student and documents the candidate’s level of mastery of the reading competencies for the program.

Reading Competency 1 and 2 for Secondary Education programs and Other K-12 Programs

Candidates’ mastery of competencies 1 and 2 are documented through coursework. The RED 3333-Reading in the Content Area course (undergraduate) and RED-5336 Reading in the Content Area course (graduate), are aligned with the reading competencies, indicators and required critical tasks, and assessments. This alignment is reflected in the reading matrix and course syllabi. Candidates are assessed on the required critical tasks to determine their acquisition of knowledge, skills and dispositions and demonstration of each competency. The results of candidates’ performance are recorded, analyzed, and the data are shared with the appropriate secondary education program departments and faculty. Work samples with written feedback are provided onsite.
Stand Alone Reading Endorsement
Graduate Level)

Documentation of candidates’ mastery of reading competencies 1-6, is verified with data collected through individual candidates’ artifacts that are part of their course work and practicum and are submitted to the instructors. Course syllabi are aligned with the reading competencies, indicators and activities/assessments and reflected in the Reading Endorsement Matrix. Many of the required critical tasks indicated in the course syllabi are scientifically based reading research best practices. The required critical tasks are uploaded in TaskStream, then are assessed using rubric by the course instructor. These data are used to determine candidate proficiency demonstration of standards with indicators. Written Feedback is provided to candidates about their performance in TaskStream and/or during informal sessions and in class.

2.2. B. FTCE Pass Rates

◊ The following data are collected annually for the continued approval period:
  ✓ Completer pass/fail status on all three subtests of the FTCE.
  ✓ Program pass rates

In the initial advisement session, candidates are informed of the criteria points for admission into the professional teacher education programs. One of the criteria is to pass the Florida Teacher Certification Examination/General Knowledge subtest. The subtests consist of English language skills, reading, mathematics and essay. There is usually a delay in the testing agency’s report to the College of Education. Therefore, candidates are asked to bring a copy of their passing scores once they pass the examination. This information is placed in their academic file folder in the Center for Academic Success. Once candidates pass all criteria, their files are forwarded to the COE Admission Committee for review.

During the preceding semesters, candidates are advised concerning requirements for student teaching and graduation. One of the requirements for student teaching and graduation is passing the Florida Teacher Certification Examination/Professional Knowledge and Subject Area. As these subtests are taken and candidates pass them, test results are submitted to the Center for Academic Success and placed in their academic file folder. Once admitted, candidates must complete the major program curriculum and have submitted passing scores for the Professional Knowledge and Subject Area tests. The candidates are cleared to submit a formal application for student teaching and subsequently graduation once all requirements are met.

Standard Report. The Standard Reports are compiled each year by the College of Education’s Data Management Services Department

Completer Pass Rates by program. Program Completer Reports are compiled annually by the College of Education’s Data Management Services Department. The reports include the number of graduates, number of students taking the examination, number of students passing and the examination, and the percentage of students passing the examination by program, by year.
Cumulative totals are tallied and overall percentage of students passing (over the review period) is calculated.

**Completer Reports.** Program Completer Reports are compiled annually by the College School of Education’s Data Management Services Department. The reports include the program DOE code, name of the student, program, social security number (only appears on the official report sent to the State Department), and tests (FTCE—basic skills, subject area, and professional education) taken with the status report of passed or not. Each Completer Report lists all students who completed state approved programs.

**Table 9. Completers and Pass Rates**

<table>
<thead>
<tr>
<th>ProgID</th>
<th>Program Name</th>
<th>Num Graduating</th>
<th>Num Taking</th>
<th>Num Passing</th>
<th>Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>287</td>
<td>Mathematics</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>289</td>
<td>Chemistry</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>290</td>
<td>Drama</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>293</td>
<td>Social Science</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>298</td>
<td>Business Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>387</td>
<td>PreK-Primary Education/ESOL</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>398</td>
<td>English/ESOL</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>202</td>
<td>Music</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>424</td>
<td>Physical Education</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>444</td>
<td>Elementary Education/ESOL</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>100</td>
</tr>
<tr>
<td>285</td>
<td>Educational Leadership</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>304</td>
<td>Counselor Education</td>
<td>3</td>
<td>3</td>
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<td>100</td>
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<tr>
<td>330</td>
<td>School Psychology</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
Program completers reports are compiled by the College of Educations Data Management Services Department. The reports include program code, name of students, program, social security number (only appears on the Official report sent to the Department of Education), number graduating, number taking the test, number passing, and percentage passing.

2.3 Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences.

Data are provided documenting impact on P-12 student learning through field/clinical experiences.

◊ The institution evaluates candidate performance in field/clinical experiences by opportunities for the candidate to develop instruction based on data collected from pre-assessment instruments and to measure the effectiveness of the instruction through data collected with post-assessment instruments.

◊ Candidates have the opportunity to analyze and reflect on the effectiveness of their instruction

◊ Results of impact on prekindergarten-12 learning within the field/clinical experiences

**Results of Impact on P-12 learning in field/clinical experiences**

The field/clinical components of the initial teacher education programs provide candidates the opportunity to apply their knowledge, skills, and dispositions. The TaskStream lesson/unit plan format includes an adaptation section where teacher candidates describe specific teaching strategies that they will use to teach candidates who have special needs (e.g., learning, emotional, physical disabilities, gifted learners, and ESOL). To measure the candidates’ impact on P-12 students’, candidates must analyze student (pre-post tests), use pre-test information to identify “error patterns” in order to sort students, develop a series of learning experiences that address those weaknesses, and assess for improvement (post-test). Additionally, candidates are assessed on the e-portfolio artifacts uploaded on effective teaching that are aligned with the 12 FEAPs with indicators.

The College of Education has in place a formal process for documenting candidates’ impact on P-12 student learning through the field/clinical experiences. Field experiences are structured around an e-portfolio evaluation using TaskStream. Candidates are required to purchase a TaskStream account and utilize the software in their field experience courses and continue to use TaskStream to demonstrate proficiency of competencies during the student teaching experience. Evidence of effective teaching performance artifact(s), such as a unit plans, provide direct evidence of the candidate’s ability to design and implement standard-based instruction; and assess student learning; which can reflect on the teaching and learning process.

Using the teacher work sample methodology as a means of assessing student performance, candidates not only document the results of learning but the cognitive processes utilized and integrated in their practice and the way their problem solving and decision making skills impact student achievement. During the student teaching experience, pre-service teachers design and
implement work samples in which data is collected and analyzed. For the targeted instructional context, candidates are required to develop written goals, objectives and lesson plans as part of an integrated unit of instruction.

Documentation of the experiences also includes a pre-and-post test, summarization and interpretation of student learning gains from various sources, and a reflective analysis on their own learning, practice, and how to effectively increase student achievement. Sample key indicators include, the candidates’ ability to:

- accept responsibility for student learning,
- diagnose student needs,
- set standards,
- design and implement lesson,
- manage a classroom,
- assess student learning,
- analyze results, and
- make modifications instruction based on results.

Analysis of candidates' effectiveness in the classroom

Each candidate administers a pre test to students prior to teaching a specific unit. The pre-test results serves as a directive to the instructional modality the candidate will use in teaching a unit of instruction to a class. This approach is logged in the candidates' e-portfolio TaskStream. At the end of the unit, a post-test is administered to the students and assessed to determine the effectiveness of the instructional modality of teaching the unit. During the scheduled professional day, at the University, each candidate makes a report of his/her teaching experience. Methods of teaching and results of accomplishments are discussed with university faculty. The faculty member may make recommendation(s) regarding modification(s) if any, that are to be made to lesson plans and teaching. Modifications are made in teaching as a result of post-test data recorded, however used to develop future lesson plans for unit(s) instruction. The results of post test analysis are recorded; however individual assessment are made for each candidate and corrective measures are made for individual students that did not achieve the level of the majority.

Professional Development

In addition to candidates writing reflective analysis reports of their teaching experience and developing an e-portfolio TaskStream, the scheduled professional development days are used to support and increase candidate proficiency of knowledge, skills, and dispositions. Invited professional guests have come to the campus and provided seminars and discussions on topics such as classroom management, action research, critical thinking, differentiated instruction, integrating technology in to the curriculum, the next generation Sunshine State Standards, and data analyses. Based on survey results and student impact data, these experiences have had a significant impact on the development and effectiveness of the candidates. Over the past three years (2007-2009), we have collected data indicating that professional development and seminars have had a significant impact on the development and effectiveness of the candidates.
Analysis of data over the past three years revealed, the majority of candidates in the three areas, knowledge, skills and dispositions of the FEAPs, such as Human Development and Learning scored at the acceptable (3) or favorable (4) levels. As indicated in Table 10 for each semester of the review period, candidates have performed at or above the 94% level on student learning indicators. Fall 2007 and Fall 2008 candidates performed at 100% on student learning indicators.

Table 10. Field/Clinical Impact on P-12 Learning

![Impact on Student Learning](image-url)
2.4 The program documents the assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching applicable.

Support and/or remediation of program completers in first two years is provided, if applicable.

◇ A description of any support or remediation of completers given and the results if applicable must be provided.

Although the Unit has not had requests from employers for program completers needing remediation in the first two years of teaching, a plan is in place for future employer requests if needed.

Through the Teachers for a New Era (TNE) and Carnegie grant, the unit has expanded the Induction Program which is designed to follow and provide support to completers for three years. The Induction Program is also partnered with the College of Education’s National Board Center (NBC). The NBC is one of only five in the country. The goal is to provide a continuum from pre-service field and internship experiences through the first three years of teaching. The National Board and Induction Centers are currently housed at Nims Middle School in Leon County. It provides group and individualized professional services that are available for all COE

### Three-Year Comprehensive Induction System Plan, 2007 - 2010

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District/School Beginning Teacher Plan</strong></td>
<td><strong>Professional Development Hours/Credits</strong></td>
<td><strong>Observation Protocol/View and/or TLI Video Assessment</strong></td>
</tr>
<tr>
<td><strong>Individual Teacher Development Plans</strong></td>
<td><strong>TNE and District Offered Establish/Strong on Title I PDS Network</strong></td>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td><strong>District Beginning Teacher Coordinator</strong></td>
<td><strong>TLI/PEU/District Staff</strong></td>
<td><strong>PEU Clinical Faculty/Master Practitioners</strong></td>
</tr>
<tr>
<td><strong>FAMU PEU and TLI Staff</strong></td>
<td><strong>National Board Resource Center</strong></td>
<td><strong>FAMU Faculty Scholars and NCATE Unit Assessment Committee</strong></td>
</tr>
<tr>
<td><strong>University Support to Stuggling Teachers</strong></td>
<td><strong>Support for Professional Development Plans Classroom-based Portfolio (District)</strong></td>
<td><strong>TLE Summer Induction Symposium I (1st - 2nd Year Teachers)</strong></td>
</tr>
<tr>
<td><strong>FAMU PEU and TLI Staff</strong></td>
<td><strong>Simulated National Board Activities or NBPTS Take ONE! Portfolio Entry or National Board Pre-Candidacy</strong></td>
<td></td>
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<tr>
<td><strong>National Board Resource Center</strong></td>
<td><strong>FAMU Provost/TLI/Strategic Partners</strong></td>
<td><strong>Teaching Learning Institute National Board Resource Center</strong></td>
</tr>
</tbody>
</table>

**Benchmarks**
- Florida Educator Competencies
- Florida Professional Development Protocol
- NBPTS Core Propositions
- National Board Standards
- Take One! Portfolio Entry
- National Board Pre-Candidacy
The Florida A&M University (FAMU) Comprehensive Three-Year Induction Plan, as illustrated above, is designed to establish and provide supportive networks and services to graduates who are involved in teaching at the PreK – 12 level of education. These are novice educators teaching in the first through third years of their careers. The Induction Plan will serve not only FAMU novice teachers, but also novice teachers in the same schools and/or districts where FAMU students are employed. The FAMU Induction Plan is one phase of a career continuum support structure beginning with a Three-Year Pre-Induction Plan. The pre-induction plan includes sophomores, juniors, and seniors. Upon completion of the program, pre-induction students will move into a three year induction program for novice teachers.

Maintaining planned interaction with Florida A&M University (FAMU) graduates to continuously blend theory and practice and to develop a culture of planned continuous professional growth before and after graduation are two important foundations of the induction initiative. Induction seminars and workshops have been provided, as well as other opportunities for interaction with beginning teachers. Based upon the documented evaluations survey and comments of the participants, FAMU’s induction seminars have been successful in meeting the diverse and individual needs of each teacher in attendance. Evaluation feedback will be utilized for the development of future programs and topic offerings. The hiring of five Master Practitioners, four of whom are National Board Certified added credibility and accountability in the Unit under Teachers for a New Era (TNE) regarding best practices for novice teachers. The roles and responsibilities of these teachers strengthened induction services.

As the Unit continued to emphasize the importance of providing opportunities for novice teachers to reflect on their own classroom instructional practices within the context of national teaching standards, a Take One! mini grant from the National Board for Professional Teaching Standards was awarded for fifty (50) third year and other teachers at high needs schools in Leon County and surrounding districts. Induction research activities continue to be crafted and redirected for continuous Induction Program improvement and expansion to other sites are in the planning phase.

**Induction Plan**

The Induction Plan is based on these defining focus areas:

- Ensure that pre-service, novice, and experienced PreK-12 educators develop and continuously revise a Career Paths/Career Plans professional reflective journal that includes individual plans for reaching the Florida Educator Accomplished Practices (FEAPs) Levels of functionality, as follows:
  - Pre-Professional Level by end of senior year.
  - Professional Level by end of third year of teaching.
  - Accomplished Level by end of sixth year of teaching.

- Increase the training and structured involvement of PEU clinical faculty and Master Practitioners/NBCTs with novice teachers through mentoring, classroom observations, and sharing teaching routines.
• Increase and coordinate the collection, analysis, use, and dissemination of pre-induction and induction data.

Pre-Induction begins at Transition Point 3 of the PEU Assessment System. Introduction to the FAMU Conceptual Framework and Florida Educator Accomplished Practices (FEAPs) is made in Foundations of Education courses. Student exposure to “teaching best practices” (Managing Student Behavior, Engaging Students in Learning, Questioning to Enhance Student Learning, and Communicating with Families) is assured by use of research-based ETS PathWise Mini-Course videos in Introduction to Education and Teaching Diverse Population courses. The Florida Teacher Certification Exam (FTCE) Subject Area Exam (SAE) competencies are covered in content area departmental instructed courses.

The Professional Education Colloquium constitutes Transition Point 4 of the PEU Assessment System. It is a mandatory course taken for a pass or fail grade. This no-credit course, taken the second semester of the junior year, exposes candidates to the support system outlined for their success. Topics covered in the colloquium include: Induction to Teaching, the State of Florida Certification Process, and National Board Certification. This course also provides a forum for sharing FTCE updates and preparation information. Further, the importance of professional collaboration, including continued contact with the COE, is stressed. The three levels of the FEAPs (pre-professional, professional and accomplished) are also reviewed.

The Pre-Internship Student Teaching Seminar is Transition Point 5 of the PEU Assessment System. This course is mandatory and part of student teaching requirements. Also covered in this seminar is an overview of National Board Certification which stresses Part I: Awareness Continuous Growth Career Plans. Candidates are given six (6) recommended activities to accomplish during their internship to arouse early awareness for National Board involvement. The completed forms are collected and tallied at the Post-Internship Seminar.

Beginning with their post/internship seminar, students’ accounts on the FTCE test preparation Web site are transferred to the Induction side of the site. The site is then used to promote teaching collaboration using technology when students are unable to meet face to face. Florida Teacher Certification information is reviewed so students will be able to navigate the process if they are offered a contract during their student teaching.

The Post-Internship/Student Teaching Seminar is the final step in the Pre-Induction process. During these meetings, students are encouraged to continue using the Induction Web site to post their most pressing issues on the message board provided. As an incentive, students will be given credit for messages they post. That credit is applied toward the drawing of a cyber door prize. The Florida Professional Development Protocol is introduced to familiarize candidates with the professional development process mandated by Florida Legislation for all teachers.

Beginning fall 2008, candidates were provided with the FAMU Professional Education Unit Induction Plan for additional support and/or remediation for those who complete the district induction program in their first two (2) years of teaching (pursuant to Section 1004.04(5), F.S). This plan must be primarily based upon the achievement data of the students whom the candidate
teaches. The individualized plan provided to the candidate in need of remediation must include instruction and mentoring at the school site where she/he is employed. Further, the individualized plan shall not include the same course or courses already completed by the teacher while she/he was a candidate in the program.
3.1 The program remains responsive to the needs of the state and districts served.

3.1. A. Responsiveness to state and district needs

◊ Responsiveness to the needs of the state and local districts based on collected data of shortage areas, high need areas, and/or changes in population or enrollment must be provided.

Since the inception of Florida A&M University (FAMU) as a Normal School established to train teachers, the University and the Unit have been vital components in providing quality teachers for the state and the country. The Unit is acutely aware of the critical shortage of teachers and minority educators across the state and in local districts. As the largest historically Black institution and one of the three top producers of minority teachers in the country, FAMU plays an important role in supplying minority teachers in classrooms nationwide. Therefore, the Unit helps to ensure that students in P-12 classrooms will experience the richness of diversity in teaching and learning.

Teacher Education programs at FAMU are committed to ensuring that completers exit the programs with the content knowledge, skills and dispositions needed to become exemplary professionals in the field. As a result, graduates from these programs help the state and school districts to meet the need for greater diversity and retention of teachers. Programs in the Unit are also responsive to areas of academic critical shortage and needs in all disciplines.

As school enrollments continue to rise and more teachers retire, school districts across the country are valiantly trying to hire and retain enough high-quality educators to meet their needs. Teachers trained in Mathematics, Science, Technology, and Special Education are in increasing demand. Teachers from racially and ethnically diverse backgrounds are needed, as well as. Although 40 percent of U.S. students are from ethnically or racially diverse backgrounds -- a percentage that is projected to rise to 54 percent over the next 20 years -- only 10 percent of teachers are people of color.

Each year, the shortage of teachers becomes more acute -- and the disparity between white and minority teachers continues to grow. Christopher Cross, former president of the Council for Basic Education and assistant secretary of education in the George H. W. Bush administration, told Education World that he estimates that unless the trend is reversed, people of color will represent just 5 percent of the teaching force in the future(Chaika, 2004). In the state of Florida minority teacher constitute 26% of the teaching force, while the minority student population is currently 55.6%. (FDOE, Data Report, May 2010).
To ensure that the Unit is continuously abreast of state and districts needs, the PEU Advisory Board is utilized to provide insight into current issues and direction for future endeavors. The FAMU Developmental Research School (DRS), which is attached to the College of Education also serves as a catalyst for addressing educational needs.

**Advisory Boards**

The FAMU College of Education utilizes multiple leadership bodies to help guide its efforts in continually improving services to target populations. The Professional Education Unit (PEU) Advisory Board helps to ensure that the Unit is continuously abreast of state and districts needs, by providing insight into current issues and direction for future educational endeavors. The Board is comprised of key representatives from various school districts and private schools in the surrounding area and across the north Florida panhandle. These individuals bring significant expertise to the board and assist the Unit in reviewing data and addressing current and future needs of the districts. For the current year, the districts represented on the FAMU PEU Advisory Board include: Leon County, Wakulla County, Gadsden County, and McClay School.

The (COE) Department of Educational Leadership and Human Services Advisory Board provides additional guidance. This discipline-specific advisory board addresses issues related to educational leadership and guidance and counseling. Members of this board are primarily superintendents or their representatives from Leon, Duval, Baker, Wakulla, Jefferson and Gadsden counties. In addition, the FAMU Developmental Research School (DRS), a department in the College of Education helps to serve as a barometer of current educational needs.

Program and service improvements are based on data related to shortage areas, high need areas, changes in population and enrollments in the districts served. Information and data from advisory meetings are compiled and discussed at bi-weekly administrative team meetings with the Dean of the College of Education (COE). Discussions and input from both advisory boards are discussed at the departmental level, and at biweekly administrative team meetings. Recommendations are submitted to the Dean. Based on the recommendations, and when feasible, the Unit faculty and administrators develop plans, administrative structures and identify resources to address necessary changes. This process is utilized on an on-going basis to ensure continuous program improvement.

**Pre-K and Elementary Education**

There has never been a time in the history of the country where there has not been a need and demand for qualified elementary teachers. According to the Bureau of Labor Statistics (2010-2011) “Employment of kindergarten, elementary, middle and secondary teachers is expected to grow by 13% between 2008-2018…”(Bureau of Labor Statistics) There are approximately 62,000 elementary teachers in the state of Florida. The Florida Department of Education projects a need of approximately 7500 new elementary teachers each year until 2013(FDOE, 2010). The Labor Department further states: “Increasing enrollments of minorities, coupled with a shortage of minority teachers, should cause efforts to recruit minority teacher to intensify.” (U.S. Department of Labor, 2009) Florida has a critical need for more trained minority teachers. In addition, new federal regulations require that all Head Start teachers hold the undergraduate
SUMMARY REPORT FOR CONTINUING PROGRAM APPROVAL STANDARDS

degree by 2011 (FDOE, 2010). Head Start programs traditionally serve minority students. Therefore, the need is even greater for minority pre-k and elementary teachers.

Reading Stand-Alone

The reading endorsement program is committed to ensuring that COE students acquire scientifically-based research methodology necessary for highly qualified teachers of reading. The goals and objectives of the program take into account the high percentages of vacant positions in the state that cannot be filled because of shortages in qualified teachers and the hiring of non-qualified teachers to fill these vacancies. While Just Read Florida and the No Child Left Behind Initiatives state the need for highly qualified reading teachers, the program recognizes the need to remedy the low supply of graduates from state approved programs in other critical fields that are supplemented by competencies for reading development across the curriculum.

The Unit is responding to the state and districts in bridging the gap in the demand for highly qualified teachers to support reading instruction. The Unit offers a reading endorsement program that is comprised of five courses which cover the reading-endorsed competencies and indicators. This program produces teachers equipped to work with diverse students with reading difficulties and special needs. It further helps to increase the instructional minority reading teacher pool (Educational Information and Accountability Services Data Report - May, 2010).

Guidance and Counseling Program

The School Guidance and Counseling Program uses varied mechanisms to remain viable and responsive to the state and to the districts served. Among key sources that guide the Program’s efforts are regular meetings with major stakeholders to determine needs and the assignment of faculty and administrators to serve on district and state committees and initiatives. As Unit liaisons, these representatives help to ensure that the PEU curriculum is consistent with the Department of Education requirements and the needs of district schools.

Feedback surveys given to university-based supervisors regarding candidate performance in practicum and internship placements provide another source for necessary program enhancements. Candidates also provide feedback to their department regarding their field experiences during and after their matriculation. As a result of candidate feedback, the educational program is reviewed and updated to ensure that the program is current in its instruction.

Because the role of the counselor is more demanding, given the nature of societal problems, the COE staff is credentialed and licensed to meet the challenges of the state and districts served. Faculty members have attained certification in Counselor Education (Pre-K -12), National Board Certified Counselor, Teacher Certification, Administration and Supervision (P-12), and Drug Addiction Counseling. In addition, COE faculty members meet licensure requirements in Mental Health Counseling and Clinical Psychology.

Another way the program has remained responsive to the needs of the state and districts served is through its affiliation with statewide organizations. The Program maintains membership in the
Florida Counseling Association (FCA), the Florida Association for Counselor Education and Supervision (FACES), and the Florida Association for Multicultural Counseling (FAMCD). Faculty participation on the Florida Teacher Certification Examination (FTCE) State Committee and State Curriculum (SC) has been very beneficial for the Program. Additionally, school – based supervisors provide feedback to university-based supervisors regarding candidate performance in practicum and internship placement.

To further meet the needs of the districts, former graduates, employed as counselors in the districts, participate in COE candidates’ orientation. These alumni enrich the sessions by sharing their work-related experiences with currently enrolled students. Also, school site supervisors evaluate COE interns and provide feedback to the candidates and to the university supervisor. Finally, the COE recognizes that while there is a shortage of minority counselors, in general, there also is a critical shortage of minority male counselors, in particular (Johnson, Bradley, Knight, & Bradshaw, 2007). Therefore, the program is actively recruiting minority candidates to meet this critical need.

**Business Education**

The Business Education Department faculty recently partnered with the University Enterprise Information Technology Department and received a grant of 1.4 million dollars to implement a Broadband Technology (BTOP) project. The grant will provide for various training activities for business (and other career and technical) teachers and members of the community. This will allow the department to provide business and technology education teacher training in the tri-region counties of Gadsden, Wakulla, Jefferson, and Leon. The department will also be the leader in the north Florida panhandle in providing industry training to ensure a highly qualified and skilled workforce. Additionally, the department recognizes technology as an area of critical shortage as identified in the Department of Education’s Critical Teacher Shortage Areas 2010-2011 Report. As a result, the faculty in the department is in the process of obtaining full approval for a program in technology education to meet the demands for a larger and better prepared cadre of technology educators for the school districts and the state.

It is projected that between 2010 and 2015 the state will need, on average approximately, 150 new public school business teachers per year.(reference citation) This number does not account for the number of trained teachers that will be needed in the private sector, i.e. business schools, community colleges and adult training programs. In addition, the state has legislatively mandated that industry certification training be provided for students in secondary schools. This mandate will also increase the need for additional teachers at the secondary level. According to the Florida Community Colleges Non-Weighted FTE enrollment for 2008-2009, there were approximately 60,000 students enrolled in postsecondary vocational programs.(reference citation) In addition, the chair of the FAMU COE Department of Business Education, serves on the Florida Department of Education Business Management & Administration Working Group. This group identifies the occupations that are important to Florida’s economic development and develops a recommended program of work to ensure that current business, management and administrative education programs are aligned with the needs of business and industry.
Secondary Education

At the secondary education level, the Unit recognizes specific and critical needs nationally and in the state, including shortages for a better prepared cadre of Science, Technology, Engineering and Mathematics (STEM) teachers. According to the Florida Department of Education (2009) mathematics, sciences English and ESOL are among the areas of critical need for 2010-2011. Although the enrollment numbers are limited in these programs, the present leadership in both the College of Education and the College of Arts and Sciences are developing a plan for restructuring the Mathematics, Science and English programs to increase the enrollment and the number of completers in these disciplines. To be responsive in addressing the need for language diversity in the state, all the Unit’s programs are ESOL infused. The state of Florida has also identified a critical shortage among school psychologists. Therefore, through the School Psychology program, the Unit continues to produce a cadre of qualified professionals to address this need and to enhance the minority presence in the discipline.

3.1. B. Ombudsperson is identified

Table 11. PEU Ombudspersons

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair</th>
<th>e-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Dr. Mary Newell</td>
<td><a href="mailto:Mary.newell@famu.edu">Mary.newell@famu.edu</a></td>
<td>850-599-3749</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Dr. Mary Newell</td>
<td><a href="mailto:Mary.newell@famu.edu">Mary.newell@famu.edu</a></td>
<td>850-599-3749</td>
</tr>
<tr>
<td>Business Education</td>
<td>Dr. Holley Dennis</td>
<td><a href="mailto:dawn.holley-dennis@famu.edu">dawn.holley-dennis@famu.edu</a></td>
<td>850-599-3174</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Dr. Janet Sermon</td>
<td><a href="mailto:Janet.sermon@famu.edu">Janet.sermon@famu.edu</a></td>
<td>850-561-2989</td>
</tr>
<tr>
<td>Counselor Education</td>
<td>Dr. Ada Burnette</td>
<td><a href="mailto:Ada.burnette@famu.edu">Ada.burnette@famu.edu</a></td>
<td>850-599-3191</td>
</tr>
<tr>
<td>School Psychology</td>
<td>Dr. Jackson-Lowman</td>
<td><a href="mailto:Huberta.jacksonlowman@famu.edu">Huberta.jacksonlowman@famu.edu</a></td>
<td>850-599-3014</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Dr. Tony Manson</td>
<td><a href="mailto:Tony.manson@famu.edu">Tony.manson@famu.edu</a></td>
<td>850-599-8531</td>
</tr>
</tbody>
</table>

The chair of each Teacher Education program serves as the official ombudsperson to the Florida Department of Education (DOE) and the University Registrar’s Office. Should the Registrar or the DOE have questions concerning any issues surrounding a student’s preparation or
requirements for the program, the respective chairperson is the person to reach. The contact information is as follows:

3.2 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the percentage of program completers hired following the first year of program completion and length of stay in the classroom.

3.2. A. Discussion of results of data from Employer Satisfaction surveys as they impact continuous program improvement

| Results of employer satisfaction survey data is provided for entire continuing approval period. |
| Results of percentage of completers employed in Florida public schools the first year following the first year of program completion data is provided for entire continuing approval period. |
| Length of stay in classroom data is provided for entire continuing approval period. |
| Copy of the employer satisfaction survey is provided. |

The Unit’s Assessment System collects and analyzes data from the graduation, exit and Post Graduation Exit Survey(s) to determine the level of satisfaction of the graduates and subsequently the employers indicate of the Teacher Education Program graduates.

**Transition Point #6: Post-Graduation/ Exit**

A questionnaire (Employer Satisfaction Questionnaire) is sent to the employers of our graduates to determine their level of satisfaction with the graduates from our Teacher Education Programs. The results are used to review the Teacher Education Programs, program curriculum, goals, objectives, critical tasks and redesign for continuous program improvement. Additionally, a Graduate Follow-up Survey is sent periodically (every 2 years) to all graduates for the purpose of continuous program improvement to meet the needs of the educational community.

The Employer Satisfaction Survey was designed to provide important feedback for use by the Assessment Committee in making decisions for program improvements. The instrument calls for school employers to evaluate FAMU graduates in 12 areas, as are listed in the chart below. The responses were to be provided, based upon a Likert Rating Scale of 5-1, with five being the highest rating. For the 2008-2009 year, twenty seven (25) individuals responded. Generally, the information received from the employers of the graduates does not differentiate between the various disciplines, even though this designation exists.

Based upon the documents submitted by respondents, the survey results indicate many positive qualities in the knowledge, skills and dispositions demonstrated by COE graduates. The results revealed positive information as well as indicators for areas of improvement.
The survey revealed that 80% to 84% of the responding employers rated the graduates at a 4 to 5 level, indicating that our graduates have appropriate ethical behavior; are able to maintain an orderly and disciplined classroom that is conducive to student learning, are able to establish a comfortable learning environment; demonstrate knowledge and understanding of the Sunshine State Standards; are able to use and integrate appropriate technology in the teaching and learning process; and are able to use strategies that reflect the culture and learning styles and special needs of individual students. More importantly, the employers of COE graduates indicated that they were very pleased with the graduates. Ninety percent (90%) of the respondents indicated that they would recommend the hiring of a FAMU graduate to other districts and schools.

The survey revealed the need for greatest improvement in four areas. Sixty eight percent (68%) of the respondents rated FAMU graduates at levels of 4 and 5 in the area of planning and in the area of data use. In addition, 72% of the respondents rated the graduates at 4 and 5 in the area of problem solving and in the demonstration of leadership skills. These areas were viewed as areas for most immediate concern and action.

**Figure 5. Employer Satisfaction**

<table>
<thead>
<tr>
<th>Employer Satisfaction Survey 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>Data Use</td>
</tr>
<tr>
<td>Problem Solver</td>
</tr>
<tr>
<td>Communicates well</td>
</tr>
<tr>
<td>Leadership skills</td>
</tr>
<tr>
<td>Ethical behavior</td>
</tr>
<tr>
<td>Classroom management</td>
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<tr>
<td>Learning environment</td>
</tr>
<tr>
<td>Knowledge of Sunshine Standards</td>
</tr>
<tr>
<td>Use and integrate technology</td>
</tr>
<tr>
<td>Recognize signs of difficulty</td>
</tr>
<tr>
<td>Teaching strategies</td>
</tr>
</tbody>
</table>

Highest Possible Scores (4's & 5's) n=25

The area of problem-solving is being addressed through a Research, Reading and Writing Initiative that the College of Education implemented in Fall 2008. This initiative infuses research, reading and writing components in all classes. It is designed to enhance critical thinking and problem-solving skills as an area for unit-wide emphasis.
These skills are being strengthened in all classes and students’ demonstration of the skills are being assessed through the use of course assessment rubrics. Strengthening of the skills also has been incorporated in the University–wide Assessment Learning Compacts. With direct attention to the area of critical thinking, improvement will also be attained in other related areas of concern including, planning and leadership. Furthermore, the areas of solving learning problems and other environmental problems will be addressed as areas for improvement through the development of critical thinking skills.

The employment of 2007-2008 graduates was assessed, following the graduates into job placements up to the year 2010-2011. Table 12 provides the Unit results of completers employed in Florida public schools following the first and later year(s) of program completion for this period. The employment data show that, for the review period, 51.25% of FAMU completers are employed in the state.

The percentage of completers employed in Florida public schools the first year following program completion is generally low. This is because many of the graduates choose to teach out of state and/or make decisions to obtain an advanced degree immediately after graduation. Therefore, data on the length of stay in the classroom, as presented in the table, might be lower than expected when compared to the rate of graduation.

School districts outside of Florida aggressively seek out FAMU completers. There is a heavy concentration of FAMU completers as employees in Maryland and Georgia. This may account for the relatively low percentage of graduates employed in Florida.

Table 12. Completers Employed

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>126</td>
<td>53</td>
<td>42.06%</td>
<td>60</td>
<td>47.62%</td>
</tr>
<tr>
<td>All Programs</td>
<td>96</td>
<td>62</td>
<td>64.58%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Length of stay in classroom data is provided for entire continuing approval period.

The percentage of completers employed in Florida public schools the first year following program completion is generally low, due to the fact that many of our graduates choose to teach out of state and/or make decisions to obtain an advanced degree immediately after graduation. Therefore, data on the length of stay in the classroom as presented in the table herein might be lower than expected when comparing to the rate of graduation. The data in the table below reveal that slightly more than 50% of all graduates are employed in the public schools of Florida during their first year. The data also indicate a steady decline during the second year after graduation due to enrollment in graduate programs and relocation.
### Table 13. Completers Average Years Taught

<table>
<thead>
<tr>
<th>Programs</th>
<th>2007-2008</th>
<th>First Year Employment Data</th>
<th>Second Year Employment Data</th>
</tr>
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<tbody>
<tr>
<td>Business Education</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Counselor Education</td>
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<td>0</td>
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<tr>
<td>Drama Education</td>
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<tr>
<td>Educational Leadership</td>
<td>5</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Elementary Education</td>
<td>62</td>
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<td>English Education</td>
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<td>Mathematics Education</td>
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<tr>
<td>Music Education</td>
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<td>5</td>
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<td>Physical Education</td>
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<td>2</td>
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<td>Pre-K Primary Education</td>
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<td>School Psychology</td>
<td>4</td>
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<td>0</td>
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<tr>
<td>FAMU</td>
<td>126</td>
<td>53</td>
<td>43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Average Number of years Taught for 2007-2008 Completers First Year</th>
<th>Average Number of years Taught for 2007-2008 Completers Second Year</th>
</tr>
</thead>
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3.3 Program completers indicate satisfaction with the level of preparedness for the first year of teaching.

3.3. A. Discussion of results of data from Completer Surveys as they impact continuous program improvement

◊ Results of completer satisfaction survey data for entire continuing approval period must be provided.
◊ A copy of the completer satisfaction survey must be provided.

Transition Point #5: Graduation/Exit
At the end of the last semester before graduation from the program of studies, program chairs provide candidates with a post questionnaire to evaluate the program curriculum, instruction, facilities and student services. At the suggestions of the graduates, the curriculum and course content is reviewed and changes are made, as deemed appropriate. The University and School supervisors utilize information and data provided on Field Experience Evaluation Forms to review curriculum, revise course content, and develop remediation strategies. Additionally, a graduation status check is conducted to ensure that all requirements are met relative to each candidate’s attainment of the required Grade Point Average (GPA), Florida Teacher Certification Examination passing score, and the required number of college credit hours. Both the Directing Teacher and the University Supervisor review and evaluate each candidate’s e-Portfolio to assess the demonstration and mastery of the Florida Education Accomplished Practices (FEAPs).

The program exit survey is administered to all graduating students prior to their exiting the programs. On the Exit Survey, respondents were asked to evaluate their respective program curricula, instructors, facilities, student support services and assessment. A 5-point scale was used, indicating 1= poor, 2=fair, 3=average, 4=very good, and 5=excellent.

For fall 2009, 92% of the targeted survey recipients responded to the instrument and for spring 2010, 94% responded. Based upon the responses, more than 89.1% respondents chose either “excellent” or “very good” for evaluation of their program curricula, in terms of major courses, minor courses and selective courses. About 80.9% of the respondents scored faculty either “excellent” or “very good” in terms of their being knowledgeable, interested in students, enthusiastic in teaching, and fair.

Only 41.63% of the respondents selected “excellent” or very good in university facilities, including classroom buildings, classroom furniture, heating and cooling system and restrooms. Over forty six percent (46.33%) marked “excellent or very good” in rating services related to the grade reporting process and advisement. Over three fourths (76.13%) of the respondents indicated that they consider the FAMU PEU to be “excellent” or “very good” in adhering to a set of appropriate principles, as defined by the standards of academic integrity and conduct; 87.88% in providing students with the ability to demonstrate an appreciation for further education; 68.25% in providing students with the ability to show consideration for differences among people; 75.63% with the ability to demonstrate competence in using quantitative information to solve real world problems; 86.51% with the ability to clearly understand and convey ideas through the use of words orally and in writing; 78.63% with the ability to clearly understand,
apply knowledge, and analyze and to solve problems and 89% with the ability to apply technology to achieve educational success.

3.4 Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching.

Data are provided documenting impact on P-12 student learning in the first year of teaching.

◊ A description must be provided of how the institution has determined to evaluate impact on prekindergarten-12 learning based on district/school/state assessments.
◊ Results of impact on prekindergarten-12 learning during the first year of teaching based on those criteria the institution has determined must be provided for the entire continued approval period.

Using the Florida PK-20 Education Data Warehouse from the Florida Comprehensive Assessment Test (FCAT), and through a grant from the Carnegie Foundation, the PEU conducted a major study on the impact of P-12 student learning in the first year of teaching. The Study “Assessing difference: Examining Florida’s Initial Teacher Preparation Programs and Exploring Alternative Specifications of Value-added Models” (Mason, 2010) provided the following information summary.

Summary of results

- Sixty-five percent (65%) percent of FAMU initial teacher preparation program (ITP) completers go back into low performing schools.

- Considering the full set of defaults, FAMU teachers perform as well as teachers trained at all other institutions.

- Considering the reading results alone, among males, FAMU is modestly above average relative to all other universities in the state.

- Considering the mathematics results alone, among males, FAMU teachers performance is statistically indistinguishable from teachers trained at all other universities.

- Given the findings, it can be stated that FAMU’s teacher education program is of average or moderately above average quality relative to all other teacher education programs in the state of Florida.
3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.

3.5. A. Documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, how weaknesses were addressed and how changes were implemented.

◊ There is a documented annual evaluation process that includes results of data analysis, decisions made based on data analysis. The following must be included:

1. An overview of the evaluation process including how data is analyzed and disseminated is provided.
2. A description of the team members involved in data analysis and decision-making process at the program level is provided.
3. A description of stakeholder involvement and how it has contributed to the decision making.
4. A description of faculty recency of experience data is collected and how it contributes to the decision-making process.

Program Team Involvement in Analysis and Decisions

The structure of the Unit Assessment System requires that each program conduct an annual review based on the data that are collected. At the program level, data on candidates’ performance are collected and summarized by each program and by Department Level Assessment Committees. Departmental committees are comprised of faculty members across the disciplines for the department.

The chair of the department reviews the data and analyzes the program summary report presented by the coordinators. The Program Status Report (PSR) is presented to the Unit-wide Assessment Committee for discussion and subsequently to the Dean of the College for recommendations. This process drives the course of action taken for continuous program improvement audit and further guides development of the PEU Individualized Professional Education Plan (IPEP) report.

The Unit wide assessment Committee is comprised of program chairs, the Director of Information Data Management, the Associate Deans for Curriculum and Program Approval, the director of the Center for Academic Success and other directors across the Unit. The team actively participates in discussion of the data. They also participate in making recommendations for improving candidates’ performance and actions leading to budgetary recommendations for continuous program improvement.

Description of Stakeholder Involvement and How it Has Contributed to the Decision Making.

The College of Education Advisory Council, by its composition and frequency of meetings, encourages strong and on-going involvement and guidance from stakeholders in the decision-
making process. The Council is comprised of community members in the service area. Superintendents and designees from Leon and Gadsden school districts, certified teachers in public and private schools where candidates participate in field experiences and internships, deans of students in the public schools, and non-educators from the private sector. The committee meets once or twice during each academic year to review data collected on candidates’ performance. The Council meetings provide open opportunity for all participants to give input into various measures for continuous program improvement. Generally, the stakeholders freely participate in discussions, which are recorded in Council minutes. The minutes are utilized for development and implementation of program improvements. The recorded information is also revisited via action plans and status reports related to the courses of action agreed upon in Council meetings.

Reency of Experience Data

Faculty members in each program engage in courses and/or volunteer work in the actual, clinical school setting. Through these experiences, they are able to update their knowledge, skills and abilities and make direct observations of teaching and learning in operation each year, as a means to meet the state mandated ‘Recency of Experience’ requirement. Each member completes a minimum of two formally structured teaching/learning experiences in K-12 programs in areas corresponding to the courses/discipline in which he/she teaches. The chair of each program collects the initial information related to the recency of experience participation and the benefits received. The Office for Program Approval collects the participation forms and maintains records of compliance by program. Program chairs review the statement of benefits and the implication for course and continuous program improvement.

Each program documents a list of best practices gleaned through the process to incorporate into specific courses. Data are provided to continually increase performance for candidates. The data are summarized and shared within programs and across the unit so that others may derive benefits from the experiences reported unit-wide.

3.5. B. Summary of data analysis from Standards 2 and 3 for the entire program approval period and a description of program improvements made during the approval period.

◊ Summary of data analysis for 1-9 must be provided for entire continuing approval period
  1. Admission, enrollment, and completion data
  2. Candidate performance data on Uniform Core Curriculum
  3. Impact on P-12 student learning for candidates and completers
  4. Results of assistance to students who need remediation during their first two years of teaching, if applicable.
  5. State and district needs, if applicable
  6. Employer satisfaction, including percentage of completers employed Florida public schools following the first year of program completion and length of stay in the classroom
  7. Completer satisfaction
  8. Faculty recency of experience data
  9. Stakeholder input

◊ A description of how data analysis was used to inform programmatic decisions for entire continuing approval period must be provided.
During the academic year 2007-2008, the Unit admitted 147 new candidates. For the 2008-2009 academic year the Unit admitted 126 new candidates, experiencing a decline of 14.3%. Although the Unit invested in recruitment of new students, admission of new candidates declined once more in 2009-2010 by 8.7% over the previous year. The data on candidates’ admission indicate a decrease in number of candidates admitted into teacher education programs.

To increase the admission of new students, the Unit has expanded its recruitment efforts and engaged in the development of various scholarship funds to support the education of eligible students from low-income families. Programs across the Unit have developed various recruitment initiatives, including visiting high schools in the service areas to increase career awareness related to a career in teaching. Program administrators also participate in the University’s career day and change of major fair to increase awareness of the teaching profession.

### Candidate Performance Data on Uniform Core Curriculum

The Unit has several systems for collecting performance data on the FEAPs with indicators. The first system, LiveText, was used before the Uniform Core Curriculum was implemented. This system was utilized for Level 2 assessments and contains performance data on the internship. In the process of migrating to a new system since fall of 2009, TaskStream has gradually become the system for collecting FEAPs with indicators for performance at Level 2.

The data on the FEAPs reveal that candidates are successful at mastering the FEAPs with indicators before exiting the programs at the undergraduate level. The data also indicates that 100% of the candidates demonstrate mastery of all FEAPs with indicators with ratings of 3 and 4, which 4 being the highest rating on the scale of 1-4 (3 = acceptable and 4 = favorable). Internship data for Guidance Counselor and Psychology reveal a high rate of success across all FEAPs with indicators during the internship.

The Unit has instituted a series of professional development workshops to address areas for growth and development noted in the acquisition of knowledge, skills and dispositions of the candidates at Level 2 while they are participating in student teaching. The workshops provide added support to the candidates by strengthening their ability to demonstrate classroom management techniques, differentiated instruction to address varying needs of Pre-K –12 students, critical thinking and problem solving, best practices in teaching and learning, action research, and the integration of technology into the curriculum.

Performance data on FEAPs with indicators at Level 1 are collected utilizing several systems including LiveText and TaskStream. As the Unit migrates to TaskStream, many programs needed additional time to make the transition to the new system. Therefore, performance data are reported in both systems, as well as manually. Level 1 reports are provided by course data related to required artifacts and by programs indicating the summative outcomes for each FEAP with indicator. The report by programs indicates varying demonstration levels.

Reports in TaskStream reveal flexibility in obtaining a scoring history on each candidate, as well as a program report on the demonstration of each FEAP with indicator. The data indicate that
candidates’ proficiency on critical tasks are progressively reaching higher levels across all programs. In addition, 80-100% of the candidates demonstrate proficiency of FEAPs with indicators based upon ratings of 3 and 4, with 4 being the highest rating on the scale of 1-4 (3= acceptable and 4= favorable). Ratings of 1 and 2 are used to guide enhancements in mentoring and/or coaching.

The Unit has in place a mentoring and coaching system to document support for candidates falling behind in their acquisition, demonstration and mastery of the FESPs with indicators. The Unit conducts periodic review of this document as part of continuous improvement. Department chairs are required to include review of the document and a summary of other information as part of the Program Status Report.

In the migrate to Task Stream, programs will be able to run queries to determine the level of difficulties with a particular FEAP. \( ???? \) with indicator \( \) or the length of time candidates are taking to satisfactorily demonstrate proficiency of each FEAPs with indicators thus leading to improvement in providing assistance or making other systemic changes for continuous program improvement.

As the Unit makes progress toward full implementation of TaskStream the data collection and analysis will be much more seamless. The Unit anticipates greater accuracy and flexibility to generate a variety of reports with various data profiles to ensure increased focus on candidates’ needs for continuous progress. The Unit will use TaskStream to pinpoint specific programmatic areas of needs, as well as individual and group needs.

**Reading Endorsement Competencies**

The reports on the Reading Endorsement Competencies yield information by courses and by individual candidates. The data not only inform which course embeds that particular competency, but also how individual candidates performed on each standard. The reading outcomes are summarized by individual competency and by individual candidate within courses aligned to that particular competency. According to the report, candidates demonstrated Standards 1, 4, and 6 at the Acceptable or Favorable level. The information obtained creates an overall profile of the candidates as they progress through various stages of the program and helps to provide direction for improvement.

**FCTE Pass Rates**

With the Subject Area Competencies, reports provide similar summative program and individual data on how each candidate demonstrated proficiency by courses with each programmatic subject area competency. The FTCE passing rates across the Unit is 100%. The Center for Academic Success is responsible for maintaining the database on the GK and SAE and the PE for each program. This information is distributed to each program administrator for sharing with the faculty. This information is also shared with the COE Advisory Board. The longitudinal data for each program provide critical information and analysis for continuous monitoring to maintain appropriate passing rates.
Impact on P-12 Student Learning for Candidates and Completers

For each of the semesters of the review period, the Unit candidates performed at or above the 94% level on student learning indicators. During two semesters, candidate performance reached 100% on learning indicators. The results are supported by the external value-added research conducted through the Carnegie grant, which found that the Unit completers’ impact on K-12 performance meets or exceed the impact of all other universities operating in the state.

Results of Assistance to Students

To date, the Unit has not received any request for remediation assistance for any completers. However, a firm plan is in place to address any request, as well as a periodic review to ensure that should there be a need it can be effectively implemented. In addition to the intervention component, the Unit believes that all first year teachers should be provided the support necessary to assist in their development of becoming an exemplary professional. The Unit will continue to enhance and develop the services provided by the Induction Center to support the professional development needs of its completers, as well as other first year teachers.

State and District Need

Based on responses from the various Advisory Boards, and a continuous investigation of trends, the Unit will continue to enhance current programs to address the critical shortages of education professionals in general and specifically as it relates to minority representation. To serve the needs of the Florida, the Unit is restructuring programs to focus on the secondary content areas, with a particular emphasis on STEM related curricula. Given budgetary constraints, a review of all secondary programs is in progress to determine viability and to focus resources on the critical areas.

The submission of a Technology Education folio to FDOE supports the Units commitment to enhancing the availability of trained professionals in the technology field. Identified by FDOE as a critical teacher shortage area, the Technology Education program, when approved will be one of only two programs in the state. In addition, the recent acquisition of a 1.4 million dollar broadband grant will assist the department of Workforce Education to further serve the needs of both the state and the local districts.

Employer Satisfaction

The data on employer satisfaction are critical for the Unit to maintain responsive programs to the educational needs of our candidates and the system of public schools. Many aspects of the survey include a high level of satisfaction with our graduates including the display of appropriate ethical behavior, ability to maintain an orderly and disciplined classroom that is conducive to student learning, ability to establish a comfortable learning environment; demonstrate knowledge and understanding of the Sunshine State Standards; are able to use and integrate appropriate technology in the teaching and learning process; and are able to use strategies that reflect the culture and learning styles and special needs of individual students. More importantly, the
employers of the graduates indicate that they were very pleased with our graduates and they
would recommend the hiring of a FAMU graduate to other districts and schools.

The Unit does recognize areas for continuous improvement in the areas of planning, use of a
variety of resources, critical thinking, effective leadership skills, and recognition of signs of
difficulties with reading and computation, as well as difficulties and the application of means for
student improvement. During the 2008-2009 academic year, the unit embarked upon a series of
initiatives including Action Research Poster Session, workshops focusing on numeracy and
literacy through a Grant from the Carnegie Foundation, and pre-induction work session to
improve upon the quality of the pre teacher.

Another area of concern is the rating indicating that 68% of the candidates are considered
independent and 16% dependent. Across the Unit and the University, critical thinking and
problem solving has been an on-going initiative at all levels. Workshops including candidates
and faculty are on-going and include practical applications and demonstrations for the college
classroom with direct implication for teaching and learning in P-12. The PEU Assessment
Committee designated the area of Critical Thinking and Problem-Solving Skills as an area for
measurement in course assignment and grading rubrics for continuous improvement.

Completer Satisfaction

The completer satisfaction data are favorable in the areas of program curriculum, faculty, the
environment that provides ability to demonstrate an appreciation for further education, and the
ability that is developed for understanding and conveying ideas both orally and in written form.
Nonetheless, the unit will continue to review the UCC and other aspects of curriculum to ensure
our candidates are exposed to a well balanced curriculum that is aligned with the expectations
according to the standards and indicators for the program with an emphasis on assisting the
candidates to become life-long learners.

Candidates indicated a low rating on university facilities. This situation has improved with the
completed renovation of Tucker Hall, where secondary education content courses are housed.
Facilities improvement for the College of Education will begin in spring 2011. Both facilities
will provide the most appropriate learning environment with the needed technologies for the
candidates to develop and grow as pre service educators. Another area for program
improvement as indicated by the candidates includes the ability to demonstrate competencies in
using quantitative information to solve real world problems. The unit will include these findings
in the plan for improvement and ensure that they permeate the teaching and learning across
programs.

Faculty Recency of Experience

Faculty members in each program engage in courses and/or volunteer work in the actual, clinical
school setting. Through these experiences, they are able to update their knowledge, skills and
abilities and make direct observations of teaching and learning in operation each year, as a means
to meet the state mandated ‘Recency of Experience’ requirement. Each member completes a
minimum of two formally structured teaching/learning experiences in K-12 programs in areas
corresponding to the courses/discipline in which he/she teaches. The chair of each program collects the initial information related to the recency of experience participation and the benefits received. The Office for Program Approval collects the participation forms and maintains records of compliance by program. Program chairs review the statement of benefits and the implication for course and continuous program improvement.

Each program documents a list of best practices gleaned through the process to incorporate into specific courses. Data are provided to continually increase performance for candidates. The data are summarized and shared within programs and across the unit so that others may derive benefits from the experiences reported unit-wide.

**Stakeholder Input**

The Unit involves stakeholders in an advisory capacity in data related analysis and input for programs across the Unit. Board members serving on the COE Advisory Board include retired teachers, school and community members, program graduates, and area superintendents or designees. Additionally, faculty and administrators are encouraged to participate in meetings with the stakeholders. The Associate Dean for Accountability schedules the annual Advisory meeting in order to provide stakeholders involvement. The forum seeks to share data on the candidates and seek input for program improvement. Data related to the FTCE, candidates’ performance, employer satisfaction of program completers are part of the discussion. Cooperating teacher and schools who receive our graduates and interns are requested to provide valuable information of the experience with the candidates and to provide constructive input for program improvement.

The Unit plans to seek additional members across the community to maintain a greater level of diversity and involvement across all major segments of the community including race, ethnicity and socio-economic levels.

**Describe how the data analysis was used to inform programmatic decisions for entire continuing approval period must be provided.**

Documented changes in the program are noted in the Program Status Report (PSR) as the annual culminating point in the assessment system each year. Program faculty members across the Unit conduct a self-study which is contained in the Program Status Report. The report becomes a blueprint for improvement for the following academic period.
References


Mason, Patrick L. (2010). African American Studies Program (Florida State University) & Visiting Research Scholar (Florida A & M University) & Tallahassee. (Unpublished)

