

ST. PETERSBURG COLLEGE COLLEGE OF EDUCATION



Summary Report for Continuing
Program Approval Standards

September 2010

Information for Reviewers

This document contains live links to College of Education artifacts that document and support information represented in this Report. Reviewers will note that there are artifacts listed in the right-hand column throughout the Report which are linked to supporting evidences on the St. Petersburg College Web site. There are some artifacts that are secure and those have been provided in a portfolio created especially for reviewers located in LiveText. Reviewers will need to access the <https://college.livetext.com/> Web site and enter the following visitors' pass: **C23C133C**.

Reviewers should note that the COE attempted to provide as many artifacts as possible along with this Report, but that some links will be posted at a later time. All evidences will be available on-site.

Reviewers may contact Paul Angerosa, College of Education Technology Support Specialist, if they experience any problems with technology during the review process. Paul can be reached at 727-712-5276, or angersosa.paul@spcollege.edu.

The full Report and all evidences are available at the following address:
[http://www.spcollege.edu/coe/SPC Summary Report.pdf](http://www.spcollege.edu/coe/SPC%20Summary%20Report.pdf)

St. Petersburg College

SPC

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August 16, 2010

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Dear Dr. Crump:

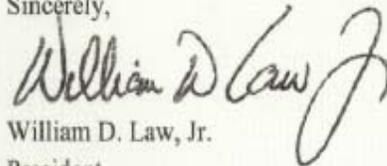
St. Petersburg College is submitting the required documents for the Continued Program Approval review by the Florida Department of Education. I look forward to welcoming you and the site team members to St. Petersburg College (SPC) on September 26-29, 2010, for a review of the College of Education (COE) programs.

SPC has been instrumental in addressing Florida's critical teacher shortage by preparing new teachers who understand the importance of P-12 student learning gains and have completed our COE programs as effective educators at the pre-professional level. In 2002 SPC became the first community college to offer baccalaureate degrees. Since then, the COE has graduated over 1000 teacher candidates. Schools in our surrounding districts have expressed satisfaction with the performance and quality of our graduates. Today, as a state college, SPC anticipates continued collaboration with our local school districts as we provide high-performing new teachers for Florida schools.

As the Florida Department of Education and site team members undertake the important task of reviewing our teacher education programs, the Board of Trustees and I send this letter in support of the College of Education, its students, faculty, administrators, and staff.

Again, we look forward to hosting you and the site team members in late September.

Sincerely,



William D. Law, Jr.
President



WELCOME TO ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

In September 1927, Florida's first two-year institution of higher learning, St. Petersburg Junior College, opened in an unused wing of the then-new St. Petersburg High School: enrollment was 102, taught by a faculty of 14. Since that time, the college has expanded to ten (10) learning sites, and now has one of the largest distance learning programs in the nation. Total non-duplicated enrollment for 2008-2009 was 37,273 in credit classes with 3,719 of these in upper division courses. Another 24,141 students were enrolled in non-credit classes during this time.

St. Petersburg College is accredited by the Southern Association of Colleges and Schools and is governed by its local Board of Trustees. According to the college catalog, "St. Petersburg College stands astride an 82-year tradition of excellence wrought by dedicated faculty and visionary leadership. Affordable, accredited, comprehensive in its offerings, responsive to community needs and committed to student success, SPC has been a major player in Pinellas County's pursuit of progress" (St. Petersburg, College, 2010).

In 2001, St. Petersburg Junior College (SPJC) led a significant change in Florida's post-secondary education system as it became the first community college in Florida granted authority by the State legislature to offer Baccalaureate degrees. Three initial Bachelor's degrees were offered: Education, Nursing, and Technology and Management. These three degrees addressed critical shortage areas in the Florida workforce at the time. On June 1, 2001, the Board of Trustees of St. Petersburg Junior College changed the name of the institution to St. Petersburg College (SPC) to reflect its expanded degree offerings. In 2009, St. Petersburg College was designated a "State College".

The addition of baccalaureate degrees in education was prompted, in part, by serious concerns voiced by area school districts about the shortage of qualified teachers in critical need areas. To this end, the College of Education (COE) received strong support from both SPC and the Florida Department of Education as it sought to deliver quality education to students, with flexible scheduling. In keeping with the community college tradition, the COE draws commuter students from the local counties, and prepares completers to meet the workforce needs of the local districts. By virtue of its ten State-approved undergraduate degrees, an Educator Preparation Institute (EPI), and a non teaching degree with three tracks (Bachelor of Science in Educational Studies), the COE's achievement in meeting the demands for highly prepared educators has been substantial.

In view of such a notable accomplishment over the past eight years, the College of Education is an established entity within St. Petersburg College, exemplifying academic rigor by adoption of a validated competency-based curriculum and research-based best practices. The overarching mission of the COE is to graduate effective, reflective and caring teachers. To date, the COE has prepared 1007 undergraduate teacher education program completers and 186 EPI program completers to carry out this mission.

About the College of Education Teacher Preparation Programs

The College of Education (COE) opened its doors in Fall 2002 with four teacher preparation programs in Elementary Education, K-6 with ESOL Endorsement, Exceptional Student Education, K-12 with ESOL Endorsement, Biology Education, 6-12, and Mathematics Education, 6-12. The COE was given full approval for these programs, effective 2003. The COE then applied for program approval for Business Technology Education, 6-12, and Technology Education, 6-12, and was given full program approval, effective 2007. Lastly, the COE received full approval for two middle grades programs, Middle Grades Mathematics Education, 5-9, and Middle Grades General Science Education, 5-9, effective 2008.

During the fall 2008 term, the College of Education applied to the Florida Department of Education (FLDOE) to add a Reading Endorsement to Elementary Education, K-6 with ESOL Endorsement (ELED) and Exceptional Student Education, K-12 with ESOL Endorsement (ESE) programs. It was also at this time that the COE changed its curriculum to align with its proposed reading endorsement programs. The originally approved ELED and ESE programs were enhanced with modifications to four courses (RED 3309, RED 4511, RED 4519, EDE 4226), and the addition of a reading internship (RED 4940). As the new program designations were available, all ELED and ESE teacher candidates admitted fall 2008 or later were moved to the new program codes (ELED and ESED). The COE began a teach-out for teacher candidates who were finishing the original ELED and ESE programs. Because the COE has offered the updated reading curriculum to teacher candidates for the past two years, the first group to complete under the two new programs graduated in spring 2010. The College of Education received full approval for the ELED and ESED programs, effective 2008. For the purposes of this document, the ELED designation refers to both the ELED with ESOL Endorsement and ELED with ESOL Endorsement and Reading Endorsement programs. The ESE designation refers to both the ESE with ESOL Endorsement and ESE with ESOL Endorsement and Reading Endorsement programs.

The COE does not have designated Department Chairs. Three full time faculty members are appointed as Accreditation Faculty (AF) to represent all campuses and program areas. The current Accreditation Faculty represent the following program areas and campuses: Elementary Education/St. Pete Gibbs, Middle Grades and Secondary Programs/Clearwater, and Exceptional Student Education/Tarpon. These three faculty members are given release time to work with the Administrative team on matters related to program approval and continuous improvement. The AF's role is to represent their program and campus to ensure that their colleagues are kept informed of program approval processes and progress.

The College of Education faculty work together on issues of curriculum, assessment, and continuous improvement. Faculty who teach at three SPC campuses (Tarpon Springs, Clearwater, and St. Petersburg/Gibbs) meet regularly along with the Administrative team to keep informed of processes and procedures; to address curriculum and assessment issues; and to discuss matters related to data, program approval, and best practices. Consequently, there is consistency in the design and implementation of FLDOE standards across all programs. The same assessment processes are used by all programs. The same procedures for managing COE approved syllabi templates, curriculum development, data collection and reporting are used. Except in a few cases where specifically noted, the processes described in this document apply to all COE teacher preparation programs.

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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.

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 Skills for Teacher Certification (PECS)**
- **Subject Area Competencies and Skills for Teacher Certification (FSACS)**
- **ESOL Performance Standards and ESOL Competencies and Skills for Teacher Certification**
- **Reading Endorsement Competencies**
- **Additional Elements of the Uniform Core Curriculum**

The College of Education (COE) offers the following undergraduate teacher education programs to prepare quality P-12 teachers:

- [Biology Education, 6-12](#)
- [Business Technology Education, 6-12](#)
- [Elementary Education, K-6 with ESOL Endorsement](#)
- [Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)
- [Exceptional Student Education, K-12 with ESOL Endorsement](#)
- [Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)
- [Mathematics Education, 6-12](#)
- [Middle Grades General Science Education, 5-9](#)
- [Middle Grades Mathematics Education, 5-9](#)
- [Technology Education, 6-12](#)

Summary Report for Continuing Program Approval Standards

Each program adheres to Florida Department of Education (FLDOE) standards and addresses and assesses the new Uniform Core Curriculum (UCC) and other state-mandated requirements, such as the Next Generation Sunshine State Standards. State-mandated and COE program requirements are published in the St. Petersburg College (SPC) catalog and are available through the [college website](#). Supplemental publications include [course catalogs](#), course sequences, syllabi, [practicum](#) and [internship](#) handbooks, and the [Board of Trustees' \(BOT\) Rules and Procedures](#). These requirements are promptly communicated to students at Recruitment Fairs and during induction and advising meetings. Updated information and/or new requirements from the state or the COE are disseminated during advising meetings, workshops, and internship seminars. Some of the documents a teacher candidate may receive at these meetings include the following: list of Florida Educator Accomplished Practices (FEAPs) assignments, English for Speakers of Other Languages (ESOL) requirements, state certification exam information, and all other state requirements needed for graduation.

Florida Department of Education (FLDOE) and COE requirements inform curricular content for each program. The current programs under review have matrices to document program requirements of the FLDOE for Initial and Continued State Program Approval. Each matrix includes the following requisite standards: FEAPs, Professional Education Competencies and Skills for Teacher Certification (PECs), Florida Subject Area Competencies (FSACs), English for Speakers of Other Languages (ESOL), Reading Endorsement Competencies (RCs), and Additional Elements. The relationship between the courses and the UCC standards is represented in the form of the overall UCC matrix. A sample program is shown in Figure 1.

Course sequences

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

Overall UCC Matrices

[Biology Education, 6-12](#)

[Business Technology Education Technology, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

FEAP, ESOL, FSAC, and reading matrices can be found in subsequent sections.

Summary Report for Continuing Program Approval Standards

Figure 1. Selection from Elementary Education Overall UCC Matrix.

Elementary Education, K-6 with Infused ESOL and Reading Endorsements Overall UCC Matrix		EDP 1005+	EDP 2085+	EDPE 2040+	EDP 3014*	EDS 3620	EEA 3012*	RED 3300P	TSL 3098*	EDPE 4304	EDPE 4314	EDPE 4943	EEA 4604	RED 4511*	EDP 4430	EDP 4781	EDS 3410	EDPE 4220	EDPE 4226	EDPE 4421	RED 4943*	RED 4510*	TSL 4081*	RED 4847*	INTERNSHIP	ESOL Pledge	Related Area Exam	
Florida Educator Accomplished Practices/Professional Educator Competencies	FEAP/PEC 1.1																				1			1				
	FEAP/PEC 1.2												1												1			
	FEAP/PEC 1.3																					1			1			
	FEAP/PEC 2.1															1									2			
	FEAP/PEC 2.2										1												1		1			
	FEAP/PEC 2.3																1								1			
	FEAP/PEC 3.1																					1			1			
	FEAP/PEC 3.2										1														1			
	FEAP/PEC 3.3										1														2			
	FEAP/PEC 4.1												1												1			
	FEAP/PEC 4.2																								1			
	FEAP/PEC 4.3													1											2			
	FEAP/PEC 5.1																					1			1			
	FEAP/PEC 5.2																							1		1		
	FEAP/PEC 5.3																								2			
	FEAP/PEC 6.1												1												1			
	FEAP/PEC 6.2																								2			
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	FEAP/PEC 7.1																								1			
	FEAP/PEC 7.2																								1			
	FEAP/PEC 7.3																								1			
	FEAP/PEC 8.1																								1			
	FEAP/PEC 8.2																								1		1	
	FEAP/PEC 8.3																								1		2	
	FEAP/PEC 9.1																								1			
	FEAP/PEC 9.2																								1			
	FEAP/PEC 9.3																								1			
	FEAP/PEC 10.1																								2			
FEAP/PEC 10.2																								1				
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FEAP/PEC 12.3																								1				
FEAP/PEC 13.1																												
FEAP/PEC 13.2																												
FEAP/PEC 14.1																												
FEAP/PEC 14.2																												
FEAP/PEC 14.3																												
	Number of FEAP/PEC indicator alignments per course	2	2	2	2	1	2	1	6	5	1	4	1	3	1	1	4	0	9	0	2	3	7	1	44	0	0	

Curricular content delivery is predicated on a uniform syllabus process. The COE utilizes a syllabi management process to ensure all UCC assessments are documented in syllabi and met in courses and field experiences. Each section of a particular course has the same UCC assignments that are evaluated on common rubrics, meets the same Major Learning Outcomes (MLOs), and uses the same textbooks. Modification or deletion of any UCC assignment requires approval by the course coordinator and the teaching group for that course. As needed, and throughout faculty work sessions, curricular content is reviewed to address programmatic changes at the state and/or COE level, to modify curriculum and instructional methods, and to formalize general criteria for graduation. To ensure instructional cohesion and adherence to state and COE requirements, each adjunct faculty member is assigned a full-time faculty mentor who is the course coordinator for the course that they will be teaching. The course coordinator’s responsibilities include answering questions about the course, explaining the purpose of UCC competencies, communicating knowledge, skills, and dispositions necessary for effective learning, and providing ongoing assistance and support throughout the term.

1.1.A. Florida Educator Accomplished Practices and Professional Education Competencies

The intent of each FEAPS/PECS is fully addressed through at least two defined candidate performance measures with identified assessments.

Assessments allow for candidates to demonstrate increasing levels of proficiency:

A description and/or examples of those assessments that will evaluate performance measures are provided.

A clear alignment is shown between the performance measure, assessment/critical task, and assessment criteria.

All FEAPs/PECs are fully addressed in all programs with at least two teacher candidate performance measures. All programs use the same FEAP indicators. Some FEAP indicators are assessed in courses common across all programs, with common assignments and assessments. Other FEAP indicators are assessed in program-specific courses, with specific assignments and corresponding assessments. The FEAP matrices show the number of times each FEAP is assessed in each program. The Professional Education Competencies (PECs) 1-12 are cross-walked with the FEAPs 1-12 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 3080](#): Principles and Practices of ESOL I, K-12.

College of Education assessments document demonstration of the FEAPs/PECs competencies and indicators at the pre-mastery and mastery level. Pre-mastery demonstration occurs during coursework and/or field experiences prior to final internship. Assignments aligned to FEAPs/PECs must be passed with a minimum score on the associated component(s) of the rubric for the assignment. A score of 3 (Progressing) or score of 4 (Target) is required on the associated component(s) of the rubric prior to final internship to attain pre-mastery. A score of 4 (Target) is required for final internship on the associated component(s) of the rubric to attain mastery. To pass any COE course, teacher candidates must demonstrate requisite competencies in all UCC assignments.

FEAP Matrices

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

Summary Report for Continuing Program Approval Standards

All undergraduate FEAPs/PECs matrices include the following components: standards, indicators, assignments with their descriptions, methods of assessment, and courses where they are assessed (Figure 2).

Figure 2. Selection from Exceptional Student Education FEAPs/PECs Matrix.

I. Florida Educator Accomplished Practices/Professional Education Competencies and Skills for Teacher Certification (EXCEPTIONAL STUDENT EDUCATION, K-12 WITH ESOL AND READING ENDORSEMENTS)						
Standard	Indicator	Description of Assessment/Activity <i>(Copies of specific methods of assessments cited below can be found in LiveText)</i>	Course Title	Mastery Level	Type	
Assessment/PEC 1: <i>The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.</i>	1.1: Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.	Diagnostic Reading Report (RUBRIC): Conduct a diagnostic assessment on one struggling reader. Create a diagnostic report by including: 1) Interpret norm scores, criterion reference scores and diagnostic scores from the extant data (format: FCAT, Stanford 10, IEP and informal test results: DRA, Common Assessments) and summarize the information. 2) Administer the Basic Reading Inventory (Johns, 2008). 3) Summarize the diagnostic assessment scores conducted with the struggling reader K-12. 3) Integrate affective data on the student from the Motivation to Read interview. 4) Synthesize anecdotal observations with all data. 5) Explain two tutoring sessions implemented. 5) Evaluate the tutoring session and write a plan of action for future lessons. 6) Include a letter to the parent/ guardian that shares the information from the report.	RED 4518: Diagnosis and Intervention in Reading	Pre-mastery	Course work	
		Assessment Report (RUBRIC): Administration of three instruments (Brigance, K-TEA, and pre-service teacher selected method of assessment) to a K-12 student and written report interpreting the results of the evaluation.	EEX 4221: Educational Assessment of Exceptional Students	Pre-mastery	Course work	
		Pre-Service Teacher Formative/Summative Evaluation Form (RUBRIC): Pre-Service Teacher Formative/Summative Evaluation Form completed in the final internship by field supervisor with input from the CCT. Each section on this evaluation form correlates to the pre-professional level of a specific FEAP and indicator. Supervisors use a rating scale to rate the teacher candidate's competency on each indicator. Teacher candidate must obtain a score of no lower than a 4 on each FEAP indicator in order to demonstrate mastery of each FEAP and to pass the final internship.	EEX 4940: Internship – Exceptional Student Education K-12	Mastery	Field	
	1.2: Interprets, with assistance, data from various informal and standardized assessment procedures in order to identify and analyze students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.		Assessment Project (RUBRIC): Students will complete a class project in which they will develop assessments for a one-week unit plan in conjunction with three appropriate classroom assessment procedures, using the assigned subject and grade level in a diversely populated hypothetical classroom. They will design diverse types of assessments, both formal and alternative, to measure performance and significant learning outcomes (achievement) for a diverse class population including ESOL students at different second language acquisition levels. The plan will contain rationales for selection of assessments. At least one assessment must be a traditional assessment, one must be an authentic or alternative assessment and one must be a rubric in order to effectively assess diverse population of students. Then students evaluate their present strengths and weaknesses as a teacher, based on the areas of the assignment which seemed most challenging. Included in this reflection paper should be a statement regarding teachers' ethical responsibilities in assessing diverse student populations.	EDF 4430: Measurement, Evaluation & Assessment in Education K-12	Pre-mastery	Course work
			Mock Individualized Education Plan (RUBRIC): This is a mock Individualized Education Plan written based on given case study of a student with exceptional and second language learning needs. Product demonstrates use of assessments (PLOP) mentioned in case study to guide formation of the IEP. the student will include a section describing appropriate interventions for an ESOL student.	EEX 4221: Educational Assessment of Exceptional Students	Pre-mastery	Course work
			Assessment Report (RUBRIC): Administration of three instruments (Brigance, K-TEA, and pre-service teacher selected method of assessment) to a K-12 student and written report interpreting the results of the evaluation.	EEX 4221: Educational Assessment of Exceptional Students	Pre-mastery	Course work
			Pre-Service Teacher Formative/Summative Evaluation Form (RUBRIC): Pre-Service Teacher Formative/Summative Evaluation Form completed in the final internship by field supervisor with input from the CCT. Each section on this evaluation form correlates to the pre-professional level of a specific FEAP and indicator. Supervisors use a rating scale to rate the teacher candidate's competency on each indicator. Teacher candidate must obtain a score of no lower than a 4 on each FEAP indicator in order to demonstrate mastery of each FEAP and to pass the final internship.	EEX 4940: Internship – Exceptional Student Education K-12	Mastery	Field

At the start of their programs, teacher candidates are provided with a simplified FEAPs matrix listing all required FEAPs for each course. Teacher candidates are provided these matrices in order to self-monitor their progress on FEAP attainment. See Figure 3 for an example.

Summary Report for Continuing Program Approval Standards

Figure 3. Secondary Math Education FEAPs Simplified Matrix for Teacher Candidates.

College of Education
Math Education, 6-12
FEAP Matrix
2010-2011

FEAP 1	1.1	Traditional & Alternative Assessment	MAE 4330
	1.1	Action Research Plan	MAE 4642
	1.2	Assessment Project	EDF 4430
	1.3	Assessment of Student Learning	MAE 3941
	1.3	Student Learning Inquiry Project	MAE 4940
FEAP 2	2.1	Classroom Management Plan	EDG 3410
	2.1	Lesson Presentation	MAE 4940
	2.2	Lesson Plan and Presentation	MAE 4942
	2.3	Classroom Management Plan	EDG 3410
FEAP 3	3.1	Professional Development Plan	MAE 4942
	3.2	Self Reflection Paper	MAE 3941
	3.3	Professional Development Plan	MAE 3941
	3.3	Professional Development Plan	MAE 4940
FEAP 4	4.1	Human Development Notebook	EDF 3214
	4.2	First Week of School Plan	MAE 4642
	4.3	Inquiry Based Learning Unit	RED 4335
	4.3	Lesson Presentation	MAE 4940
FEAP 5	5.1	Parent Connection	TSL 3080
	5.2	Annotated Resource File	MHF 4404
	5.3	Lesson Plan and Presentation	MAE 3941
	5.3	Lesson Presentation	MAE 4940
FEAP 6	6.1	Practicum Disposition Form	MAE 3941
	6.2	Practicum Disposition Form	MAE 4942
	6.2	Disposition Form	MAE 4940
	6.3	Ethic Workshop Reflection Paper	EDF 4781
FEAP 7	7.1	Oral Presentation on Assigned Disability	EEX 3012
	7.2	Human Development Notebook	EDF 3214
	7.3	Oral Presentation on Assigned Disability	EEX 3012
FEAP 8	8.1	Lesson Plan and Presentation	MAE 4942
	8.2	Teaching Geometry Discussion	MTG 3212
	8.3	HS Technology Project	MAE 4330
	8.3	Technology Portfolio	MAE 4940
FEAP 9	9.1	Classroom Management Plan	EDG 3410
	9.2	Final Reflection Paper	MAE 4942
	9.3	Classroom Management Plan	EDG 3410
FEAP 10	10.1	First Week of School Plan	MAE 4642
	10.1	Video Lesson Plan	MAE 4940
	10.2	MS Interactive Project	MAE 3320
	10.3	Lesson Plan and Presentation	MAE 3941
FEAP 11	11.1	Florida Consent Decree	TSL 3080
	11.2	Parent Connection	TSL 3080
	11.3	Unit plan	MAE 4330
FEAP 12	12.1	Unit Plan	MAE 4330
	12.1	Technology Portfolio	MAE 4940
	12.2	HS Technology Project	MAE 4330
	12.3	MS Interactive Project	MAE 3320

All Indicators will be assessed in MAE 4940 using Pre-Service Teacher Formative/Summative Evaluation Form to demonstrate mastery on all 12 FEAPs

All COE course syllabi designate assessments that are aligned to the FEAPs/PECs matrices. The course assessments allow for evaluation of teacher candidate competencies and indicators at multiple levels of performance throughout the program. The assignments used for FEAPs are assessed by common COE and program-specific rubrics or exams. In order to pass a pre-mastery level course, a teacher candidate must obtain a minimum score of 3 (Progressing) on all FEAP-aligned component(s) of the associated assessment rubric. The rubrics were developed by faculty teams and are assessed in LiveText. This electronic accreditation management system is used to capture teacher candidate artifacts as well as performance data regarding teacher candidate achievement of FEAPs.

Summary Report for Continuing Program Approval Standards

There are a minimum of two assessments showing progression from pre-mastery to mastery level for each FEAP indicator throughout each program. For example, at the pre-mastery level, teacher candidates in all programs are assessed on FEAP 9.1 (*Establishing smooth and efficient routines by providing clear directions and activities*) in EDG 3410, Classroom Management. Teacher candidates are assessed using a common rubric on the development of a classroom management plan where they must attain a score of 3 (Progressing) or 4 (Target) on the associated component of the assignment rubric. If the teacher candidate does not achieve the required score, remediation takes place, or the teacher candidate must repeat the course ([UCC Performance Cycle](#)).

Following the example mentioned above, teacher candidates in all programs are assessed again on FEAP 9.1 in final internship. During the final internship, FEAP 9.1 is assessed with a [Pre-Service Teacher Formative/ Summative Evaluation form](#) where they must attain a score of 4 (Target). If the teacher candidate does not achieve the required score, remediation takes place, or the teacher candidate must repeat their internship ([UCC Performance Cycle](#)).

FEAPs competencies are listed in the UCC box (Figure 4) of each syllabus along with the Florida Subject Area Competencies (FSACs), ESOL Competencies, Reading Endorsement Competencies, and Additional Elements.

Figure 4. Sample UCC box from EEX 3012.

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

“Preparing students to serve as effective, reflective and caring teachers.”

COURSE SYLLABUS

EEX 3012
Nature & Needs of Exceptional Students K-12
Master 0430

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix: EEX 3012	Section #:	
Credit Hours:	Three credit hours	
Pre-requisites:	None	
Day, Time and Campus:		
Professor:		
Office Hours:		
Office Location:		
Office Phone:		
Email Address:	Preferred: ANGEL course mail	

ACADEMIC DEPARTMENT:	
Dean:	Sally Naylor
Office Location:	Tarpon Springs
Office Number:	CE 105

UCC Standards:
FEAPs: 7.1, 7.3
ESOL: 1, 23, 25
FSAC: ESE-1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 3.5
Additional Elements: 11

The UCCs are further identified in the syllabus section where the assignments are described with their corresponding FEAPs (Figure 5).

Figure 5. Assignment section of EEX 3012 syllabus.

IV. COURSE REQUIREMENTS & EXPECTATIONS			
A. School Based Hours Course Requirements			
<p>This course requires 10 hours of observation /participation in a setting that includes students with IEPs (an ESE or inclusion classroom) with a CCT who is ESE certified, if possible. Grade level selection is dictated by major: El.Ed. (K-5), ESE (6-8), Secondary (6-12). <u>Please see School Based Expectations outline of required activities and plan the use of your time wisely.</u> Rubrics for completing the assignment(s), and how it will be graded, are included online in the ANGEL course supplement.</p>			
B. Required Assessments			
Point Value & Due Date	Assign.	Assignment Description	Where to Submit
120 pts Due dates: same as readings	12 Chapters Summ HOT question answers and levels 10 pts each	<p>Student will complete summary on the readings, including ELL/ESE comparison chart. (see Summary template) (5 points each)</p> <p>Presenting groups must post three higher order questions at least 48 hours before presentation. Other members of the class then respond to all three questions and label which Bloom level the question is. (5 points each)</p>	Bring to class Hard copy or on laptop
50 points Session 6	Exam 1	<p>Exam (Chapter 1: IDEA, nondiscriminatory eval; LRE ADA, NCLB, public perception, minority representation, Individualized Education Plans (IEPs) Chapter 2: Adaptation to general education curriculum, continuum of services, inclusion's fourkey principles, LRE, RTI and course content in Sessions 1-5) (ESE FSAC 1.1, 1.2, 1.3,1.7)</p>	In class, bring Scantron
100 points* Due dates: same as readings for	Oral Presenta- tion	<p>Oral presentation on an assigned disability. In groups, students will create and present based on rubric. Additionally, students will offer resources and an activity to help students understand assigned disability. (FEAP 7.1, 7.3, ESE FSAC 1.4, 1.5, AE 11. Also, ESE FSAC 3.5 and ESOL 1, 25 see below for details)</p>	<p>Presentation: In class Handouts: Hard copy in class for all students Activity or Poster: Bring to class, picture on Livetext</p>

The last page of the [Pre-Service Teacher Formative/Summative Evaluation Form](#) documents increasing levels of proficiency expected of teacher candidates as they progress through their program of study. While teacher candidates are evaluated on the same parameters each term, the expectations for overall ratings increase from each practicum to final internship.

1.1.B. Competencies and Skills for Teacher Certification, 14th Edition

For those programs that have competencies assessed within education coursework, the following must be shown:

A narrative description and/or summary plan of how the competencies will be assessed.

Indicators under each competency must be addressed in coursework.

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

The FLDOE requires all programs to assess teacher candidates on Florida Subject Area Competencies (FSACs) a minimum of two times (demonstration points). The indicators are addressed and assessed in coursework for the first demonstration point. A passing score of the Subject Area Exam (SAE) constitutes the second demonstration point. Competencies and indicators are assessed through the [UCC Performance Assessment Rubric](#) (UPAR) for each associated assignment. These FSACs are listed in the UCC box on the first page of each syllabus along with the FEAPs, ESOL Competencies, Reading Endorsement Competencies, and Additional Elements (Figure 4). The second notation is in the assignment section of the syllabus (Figure 5) where all FSACs at the indicator level are aligned to assignments.

The COE assesses attainment of each subject area competency by aligning the associated indicators with either assignment(s) from a course within the COE, or a passing grade from a general education course. Upon successful completion of each related assignment, teacher candidates are assessed with the UCC Performance Assessment Rubric in LiveText. This completes the first demonstration of competencies and indicators. If the teacher candidate does not achieve the required score, remediation takes place, or the teacher candidate must repeat the course ([UCC Performance Cycle](#)).

The second demonstration point is met by successful completion of the SAE appropriate to each program. Teacher candidates are prepared for this exam through coursework aligned to the FSACs, test preparation resources in the Student Commons (a web-based information and communication forum), [ongoing mentoring from faculty advisors](#), and through contact with the Baccalaureate Specialist's office. The teaching and assessment of subject matter knowledge is embedded in course content to allow teacher candidates to prepare for the subject area portion of the FTCE. Teacher

FSAC Matrcies

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

Sample FTCE Resources

[Elementary Education \(K-6\)](#)

[Exceptional Student Education \(K-12\)](#)

[Mathematics Education \(6-12\)](#)

[Technology Education \(6-12\)](#)

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candidates are advised to take the SAE early enough to allow sufficient time for remediation and retakes, if needed. Teacher candidates cannot graduate until they achieve a passing score on the appropriate SAE.

Finally, an FSAC matrix for each program includes subject area competency, competency indicator, title and description of the assignment, and the course in which the competency is embedded (Figure 6). For all programs in the COE, the SAE is the final assessment before graduation.

Figure 6. Selection from Technology Education FSAC Matrix.

III. Florida Subject Area Competencies and Skills for Teacher Certification: 14th Ed. (TECHNOLOGY EDUCATION, 6-12)			
Technology Education 6-12 Competency	Indicator	Title and Description of activity (The method of assessment for all activities is the "UCC Performance Assessment Rubric")	Demonstration Point
1 Knowledge of the nature and impacts of technology	1. Identify the characteristics of technology.	Final Exam : Final Exam covers the historical and philosophical foundations of Technology Education with a focus on the Standards for Technological Literacy. The standards cover the nature of technology, design, manufacturing, biotechnology, medical technology, construction, transportation, design, communication, and energy.	EVT 3192: Foundations of Technology Education
	2. Identify the inputs, processes, outputs, and feedback of technological systems.		
	3. Recognize the role of technology in developing and assessing products and systems that solve problems.		
	4. Identify the historical, social, cultural, economic, political, and environmental causes of technological development and change.	Foundations of Technology Education Paper : The first paper will be about an aspect of the history of technology education from the 1800s to the present. The purpose of this paper is for you to gain an understanding of the people, places, events and educational ideas that led to the emergence of technology education. In the broader picture of the history of technology education, your report will answer key questions about the development of technology. Assessed with the COE Writing Rubric.	
	5. Identify the historical, social, cultural, economic, political, and environmental effects of technological development and change.	Final Exam : Final Exam covers the historical and philosophical foundations of Technology Education with a focus on the Standards for Technological Literacy. The standards cover the nature of technology, design, manufacturing, biotechnology, medical technology, construction, transportation, design, communication, and energy.	
	6. Identify emerging technologies (e.g., robotics, automation, nanotechnology) and their impacts on society.		
		SUBJECT AREA EXAM serves as the final demonstration point	

There are currently five programs that utilize coursework [outside of the COE](#) to address specific FSAC indicators. These programs are [Biology Education, 6-12](#), [Business Education, 6-12](#), [Middle Grades General Science Education, 5-9](#), [Middle Grades Mathematics Education, 5-9](#), and [Mathematics Education, 6-12](#). While these content courses are not within the COE, they are still included in the matrices, and faculty periodically meet with instructors of those courses to ensure that the appropriate

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content is covered. Teacher candidates are required to complete coursework in these content courses with a passing grade of “C” or higher. The faculty advisor reviews teacher candidate course grades to ensure successful completion of coursework in and out of the COE. Final grades for these courses serve as the assessment for this UCC standard.

1.1.C. 25 ESOL Performance Standards and 11 ESOL Competencies and Skills

For programs in Elementary Education and Exceptional Student 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.

All teacher candidates in the ELED and ESE programs must fulfill the appropriate level of ESOL training (Level I), per Florida Statutes, in order to receive the ESOL Endorsement. Teacher candidates enrolled in secondary or middle grades programs must satisfy the Level II criteria. The 25 ESOL Performance Standards are crosswalked with the 11 ESOL Competencies and Skills (using the [Govoni and Pelaez Crosswalk, 14th edition](#)) in all COE programs. Each ESOL performance standard/competency is clearly aligned to an assignment and assessment criteria as illustrated in the ESOL program matrices. Course sequences identify ESOL infused courses. Syllabi reflect the requirements of the ESOL performance standards.

Elementary Education and Exceptional Student Education completers meet the state's Level I endorsement requirements. The COE uses an ESOL infused model where all performance standards and ESOL FSACs are met by successful completion of two stand alone ESOL courses and assignments embedded in other courses within each program. The two stand alone ESOL courses, [TSL 3080: Principles and Practices of ESOL I, K-12](#), and [TSL 4081: Principles and Practices of ESOL II, K-12](#), address the 25 ESOL performance standards and the 11 ESOL FSACs. Assignments requiring teacher candidates to work with ELLs within field experiences are assessed in TSL 3080 and TSL 4081. In these courses, teacher candidates complete specific assignments including tutoring ELLs, participation in effective ESOL teaching practices, and assessment of ELL oral English language proficiency.

As illustrated in the ESOL matrices, there are 17 infused courses within ELED and 18 infused courses within ESE. Teacher candidates in the ESOL endorsement programs must satisfy the Level I criteria: six

ESOL Matrices

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

Summary Report for Continuing Program Approval Standards

credit hours of ESOL instruction, including 30 school-based hours with an ESOL endorsed or certified cooperating classroom teacher (CCT), and infused ESOL strategies in reading and other curricula. These courses and field experiences satisfy all areas of ESOL proficiency: Linguistics, Culture, Theory of Second Language Acquisition, ESOL Methods and Materials, and Assessment. Faculty teaching ESOL or ESOL infused courses must [complete ESOL training](#) and provide feedback to teacher candidates on assignments aligned to ESOL standards. If a teacher candidate does not meet the required ESOL standard associated with an assignment, remediation takes place, or the teacher candidate must repeat the course ([UCC Performance Cycle](#)).

Secondary and Middle Grades completers meet the State's Level II criteria by completing three college-level credit hours of an introductory level ESOL course, TSL 3080, as well as six ESOL infused core courses. TSL 3080 provides an introduction to all ESOL performance standards and competencies. In addition to the 45 course hours spent in TSL 3080, all teacher candidates are required to participate in a minimum of 15 school-based hours with an ESOL endorsed or certified teacher. Teacher candidates have specific assignments to complete, including tutoring ELLs, participation in effective ESOL teaching practices, and assessment of ELL oral English language proficiency. Upon successful completion of this course, secondary teacher candidates will have met the necessary criteria to be eligible for the Level II Florida ESOL credential. The monitoring and remediation process described above is also followed for teacher candidates in Secondary and Middle Grades programs.

In order to document UCC requirements, an ESOL matrix has been developed for each program in the COE (see example in Figure 7). These matrices include each ESOL standard/competency, description of the assignment, assessment, and the course in which the competency is embedded. Teacher candidates demonstrate pre-mastery progress toward meeting ESOL requirements by completing assignments aligned to ESOL competencies and standards in coursework and fieldwork. These assignments are assessed by individual course instructors using the UCC Performance Assessment Rubric in LiveText. Additionally, ELED and ESE teacher candidates are required to show evidence of synthesis and application of the ESOL professional development standards in regards to their future teaching. This is demonstrated through the completion of an [ESOL Synthesis and Application Reflection](#), assessed in LiveText by the ESOL Coordinator using the UCC Performance Assessment Rubric prior to program completion. Lastly, the ESOL Coordinator performs a final verification of mastery of ESOL standards and competencies using the LiveText [Teacher Candidate Progression Report](#) before the teacher candidates are eligible for graduation.

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Figure 7. Selection from Exceptional Student Education ESOL Matrix.

II. ESOL Performance Standards/Competencies and Skills for Teacher Certification (EXCEPTIONAL STUDENT EDUCATION K-12 WITH ESOL AND READING ENDORSEMENTS)			
ESOL Standard	ESOL Competency	Title and Description of activity (Evidence of mastery indicating that these competencies have been met is collected using the "UCC Performance Assessment Rubric")	Course Title
1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.	FLSAC 11. Knowledge of federal and state mandates	Oral Presentation on an assigned disability: In groups, students will create a presentation about an assigned disability through resources and activities that expand classmates' understandings of assigned disability. Also included is a Classroom Adaptations summary using Miller's Nine Types of Modifications and an ESOL/ESE Comparison.	EEX 3012: Nature & Needs of Exceptional Students K-12
		Consent Decree Essay : Students will demonstrate an understanding of the Florida Consent Decree and other historical issues relating to historical L2 educational policies.	EDF 4781: Educational Issues for the 21st Century
		Consent Decree : Students will demonstrate an understanding of the Florida Consent Decree and other historical issues relating to historical L2 educational policies by passing a quiz at a minimum 75% level. This assignment will allow students to demonstrate an understanding of the responsibility teachers have in fulfilling the role of student advocate; to demonstrate a familiarity with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.	TSL 3080: ESOL Issues: Principles & Practices I K-12
		Language Arts Through ESOL: on Language Arts Through ESOL, National & State ESOL Standards And Benchmarks.	TSL 4081: ESOL Issues: Principles & Practices II K-12
		School Based Notebook: As part of the school based hours, students completed a school based Experience Project Notebook which will consist of six activities: 1. An ethnographic summary of the classroom; 2. Review Program Compliance issues; 3. Tutoring for a minimum of 8 hours; 4. Administer and interpret a SOLOM/SWL0M; 5. Review of a standardized oral or written language instrument; 6. A written reflection paper. 6. This assignment allows the pre-service teacher to increase subject matter knowledge in order to integrate the learning activities; to use the materials and technologies of the subject field in developing learning activities for students; to acquire currency in her/his subject field.	
		ESOL Capstone Paper : The ESOL Capstone Paper is both a synthesis and application of the ESOL Professional Development standards in regards to the future teaching of the teacher candidate. It provides evidence of the teacher candidate's knowledge and understanding of the following areas: 1. Cross-Cultural Communication, 2. Applied Linguistics, and 3. Methods, Curriculum, and Assessment of/for ELLs. Additionally, the teacher candidate will include a reflection on goals for his/her ELLs in the classroom and how the ESOL Infused Education Program affected his/her views of ELLs	ESOL Capstone Paper serves as the final demonstration point and is required prior to program completion
2: Recognize the major differences and similarities among the different cultural groups in the United States.		Personal Culture : The student will write an anchor paper describing personal, family and cultural influences on their lives. Additionally, the paper must compare and contrast features of U.S. culture with features of his/her own culture of origin and that of culturally diverse students. The student will also reflect on the realities of being a teacher in a culturally and linguistically changed world and how these values might impact the creation of a positive classroom environment for diverse students.	EDF 4781: Educational Issues for the 21st Century
		View & Evaluate Video Vignette : The student will view and evaluate a video vignette and identify teacher behaviors that portray stereotypical thinking about cultural and linguistic differences both in the affective and instructional realms of teaching. As part of the Video Vignette assignment, the student compares and contrasts features of U.S. culture with features of other cultures and identifies strategies for facilitating articulation with administrators, content area teachers, parents, and the community.	TSL 3080: ESOL Issues: Principles & Practices I K-12
		Cultural Interview: The student will conduct a Cultural Interview. The student will interview an adult whose native/first language is not English and whose native/first culture is not dominant North American and ask 20 culturally relevant questions.	

**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 experiences and student teaching.

The College of Education (COE) introduces teacher candidates to the Next Generation Sunshine State Standards (NGSSS) during the first year of their program. Teacher candidates are provided scaffolded instruction regarding how to locate, read, interpret, and align the NGSSS in the development and the design of practice lesson plans in their curriculum and/or methods classes. St. Petersburg College utilizes a [lesson plan template](#) based on the work of noted educator Charlotte Danielson (2007). In sections #2a and #2b of the lesson plan template, teacher candidates identify NGSSS that directly link to the objectives, activities and assignments. The Danielson [lesson plan rubric](#) has a criterion entitled “How Goals Support the District’s Curriculum, State Frameworks, and Content Standards.” The lesson plans are assessed for NGSSS incorporation, appropriateness, and implementation. Each program has a table showing where NGSSS are specifically addressed and how teacher candidate knowledge of NGSSS is assessed in courses and field experiences. During the candidates’ two practica and internship field experiences, the development and delivery of the aligned NGSSS lesson plans are evaluated by the cooperating classroom teachers, COE field supervisors, and teacher candidates’ self reflection.

NGSSS Tables

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

1.1.E. Reading

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.

Syllabi are available that include the tasks and courses shown in the matrix.

Course assignments, resources, and assessments are clearly described in the matrix and/or syllabi.

Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted.

Course content and activities demonstrate a progression from theory to application with peers and/or students.

Course content is based on current scientifically-based reading research.

Additionally, for the Stand-Alone Reading Endorsement program:

Competency 6 must show application of all indicators in a culminating practicum setting.

The COE program uses scientifically-based reading research as the foundation for all reading courses. Research derived from *Preventing Reading Difficulties in Young Children* (Snow, 1998), *The National Reading Panel Report* (NRPR, 2000) and *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (Biancarosa and Snow, 2006) was incorporated into course content and assignments addressing the five critical aspects of reading for K-12 students. Current scientifically-based reading research in the following areas was also utilized in developing course content and assignments:

- phonemic/phonological awareness (Adams, 1990; Clay, 2006; Tompkins, 2010),
- phonics (Allen, 2000; Fountas & Pinnell, 2005; Cunningham, 2008),
- fluency (Rasinski, 2003; Samuels, 2006),
- vocabulary (Allen, 2000; Beck, McKeown, & Kucan, 2002), and
- comprehension (Block & Pressley, 2002; Harvey & Goudvis, 2007).

These are contained in all assignments and aligned to reading competencies outlined in the reading matrices for each program (Figure 8).

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Figure 8. Reading Competency Matrix for Elementary and Exceptional Education Programs.

Florida Reading Endorsement Alignment Matrix Competency 1

The * designates which of the reading endorsement competencies are specific to the competencies for English to Speakers of Languages (ESOL). The R designates which of the reading endorsement competencies are specific to the competencies for Reading Certification. The E designates which of the reading endorsement competencies are specific to those for Exceptional Student Education (ESE).

Text Rule: Understanding reading as a process of student engagement in both fluent decoding of words and construction of meaning.
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.

Course Number	Topic of Study	Indicator code	Specific Indicator	Curriculum Study Assignment Description/Method Used for Assessment ** All Assignments are Assessed by the UCC Performance Rubric
RED 3309	Phonemic Awareness Assessment	1.A.1	Specific Indicator A: Phonemic Awareness <ul style="list-style-type: none"> ▪ Identify and apply basic concepts of phonology as they relate to language development and reading performance (e.g., phonological process, inventory of phonemes, phonemic awareness skills, phonemic analysis)* 	Read and discuss Chapters 1, 3 & 4 in Tompkins (2007) <i>Literacy for the 21st Century</i> . Phonemic Awareness Assessment: Conduct a Phonemic Awareness Assessment with a kindergartener using the <i>Topp- Singer Assessment</i> . Write a one page analysis noting the learner's background, strengths and areas of concern from the data, and plan of action for future instruction. This will become part of the K-2 Assessment Portfolio. Read and discuss Part 3 in Johns (2008). <i>Basic reading inventory, 10th edition on Early Literacy Assessments</i> . Early Literacy Project: Administer one of the assessments that inform teachers about early/emergent literacy. Write a one page analysis noting the learner's background, strengths and areas of concern from the data, and plan of action for future instruction. Share your report with the class.
RED 4519	Early Literacy Assessment and Analysis			

Reading matrices include the following components: competency being addressed; the course number where the competency is demonstrated, the topic of study, the indicator code (e.g., 1.A.1), specific indicator (i.e., A. Phonemic Awareness, B. Phonics), and the curriculum study assignment/assessment that has been aligned to the competency and indicator. In addition to the assignments, required readings are listed to further illustrate the appropriateness of the alignment to the specific indicator and indicator code. The reading tasks have been documented in course syllabi for all programs.

The Elementary (ELED) K-6 and Exceptional Student Education (ESE) K-12 programs utilize an ESOL and Reading Endorsement infused model to demonstrate mastery of all six reading competencies and their indicators. Reading competencies (RC) 1-5 are demonstrated and assessed in three reading courses, two ESOL courses, a Language Arts course and reading related field experiences, prior to the final internship. Field experiences associated with courses require teacher candidates to work in K-2 and 3-6 grade levels, ensuring a diversity of grade level experiences. Documentation for Competency 6, a culminating application of Competencies 1-5, is demonstrated in the final reading internship, RED 4940. In this course, teacher candidates are

Reading Matrices

[Elementary Education and Exceptional Student Education Programs \(with ESOL Endorsement and Reading Endorsement\)](#)

[Middle Grades and Secondary Programs](#)

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responsible for the development and delivery of literacy instruction in the classroom setting using best practices.

Reading courses for ELED and ESE programs are aligned with the [Critical Reading Checklist for Competencies 1-5](#). The reading course content is designed so teacher candidates progress from theoretical knowledge of scientifically-based high quality reading instruction to practical application of this knowledge. Three reading courses provide the theoretical underpinning from the foundation of emergent literacy in learning to read (RED 3309), to reading to learn for upper elementary students (RED 4511), and diagnosis and intervention for K-12 students who struggle with their literacy (RED 4519). A final reading internship emphasizes practical application of knowledge (RED 4940).

The first reading course, *RED 3309: Early and Emergent Literacy*, was designed to increase the understanding of early literacy development, instruction and assessment for students in primary elementary grades (K-2). Language theory and current research are used to shape informed practices regarding literacy development in reading, writing, listening, and speaking. Teacher candidates apply theories learned with regards to phonemic awareness, phonics, vocabulary, fluency, and comprehension, then conduct assessments in these areas with K-2 students in field experiences. Teacher candidates demonstrate that they can conduct, interpret, and develop a plan for future instruction based on data from assessments.

The second reading course, *RED 4511: Intermediate Literacy 3-6: Reading, Writing & Thinking*, combines the study of theory and practice in the teaching of developmental reading/literacy for the upper elementary grades (3-6). The major emphasis of the course is placed on current theories, methods, and materials used in reading/literacy and writing instruction as the students make the cognitive shift from learning to read to reading to learn. Teacher candidates build on their prior knowledge of early and emergent literacy and apply this to intermediate literacy. In this reading course, teacher candidates continue to administer and interpret reading assessments and develop instructional plans based on this data. They implement an action plan with students through tutoring sessions in field experiences and reflect on the effectiveness of their instruction.

The third reading course, *RED 4519: Diagnosis and Intervention in Reading*, was designed to focus on formal and informal assessment methods (e.g., standardized norm-referenced, criterion-referenced, performance assessments) and materials used to identify reading strengths and needs of students. The major emphasis of this course is the diagnosis of reading problems of a struggling reader in grades K-6 (ELED) or K-12 (ESE). In preparation for the Student Learning Inquiry Project (SLIP), an action research project conducted during final internship, teacher candidates review pre-existing data, administer an informal reading inventory, and conduct effective assessments. Once the results are synthesized, the teacher candidate plans appropriate instructional intervention for the student. The teacher candidate must orally defend this plan. Once approved, the teacher candidate conducts the intervention session and notes what further instruction may be needed for the struggling reader. The complete diagnostic report is then written and submitted for review to the reading professor.

In addition to the three reading courses, selected assignments from EDE 4226: *Integrated Language Arts, Children's Literature, and Social Science*, TSL 3080: *ESOL Issues: Principles & Practices I - K-12*, and TSL 4081: *ESOL Issues: Principles & Practices II K-12* are aligned with the Reading Endorsement

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Matrix for Competencies 1-5. These assignments address: reading in the content areas, language development and instruction for English Language Learners, and research-based best practices.

Reading competencies 1-5 are met at the pre-mastery level through [reading endorsement infused courses](#). Assignments aligned to RC 1-5 must be passed with a grade of C or higher and assessed using the [UCC Performance Assessment Rubric](#). Teacher candidates must successfully complete requisite courses prior to their final internship.

Prior to a teacher candidate being approved for the final internship, the Reading Coordinator reviews the [Teacher Candidate Performance Report](#) generated from LiveText to confirm pre-mastery of RC 1-5. Selected assignments from each reading course are noted as being “met” or “not met” by the instructor of the course and are aligned with the reading matrix. Pre-mastery of Competencies 1-5 is documented on a [Critical Reading Checklist](#) which is signed by the teacher candidate and the Reading Coordinator.

Documentation for Competency 6 (RC 6), a culminating application of Competencies 1-5, is demonstrated in the final reading course (RED 4940). *Final Reading Internship* is a co-requisite of the internship course for Elementary Education (EDE 4940), or Exceptional Student Education (EEX 4940). This course is designed as a supervised reading internship to give teacher candidates more extensive practical experience in literacy instruction. Teacher candidates work with K-12 students in the public schools in large group, small group, and individual settings to connect all aspects of theoretical literacy instruction to classroom practice. Teacher candidates, in collaboration with their CCTs, assume responsibility for literacy instruction of their assigned classrooms for a minimum of six weeks.

Reading field supervisors are credentialed as reading faculty using [SACS criteria](#). The supervisor collaborates with the teacher candidate and the CCT on literacy-based assignments. On-going communication between the supervisor and the teacher candidate is required and achieved through email, phone, and visits as needed. A minimum of one on-site visit must be made where the supervisor observes the teacher candidate during the literacy block. Teacher candidate assignments demonstrating Competency 6 are assessed by the reading supervisor who provides feedback. Any teacher candidate not meeting the specified requirements for Competency 6 is provided an opportunity to remediate with a reading [Teacher Assistance Plan](#).

The assignments for RC 6 are compiled into a [reading notebook](#).

Documentation for meeting Competency 6 is recorded in the [Competency 6 Checklist](#) at the end of the teacher candidate’s internship. Reading competency assignments during the final reading internship are noted as being “met” or “not met” by the reading field supervisor and are aligned with the reading matrix (Figure 9). All tasks must be completed prior to completing the final reading internship in order to graduate.

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Figure 9. Selection from Florida Reading Endorsement Alignment Matrix.

The following form for Competency 6 including all indicators will be required by all elementary education majors to be "met" by the end of completing the requirements for RED 4940.

Name of Candidate _____

**Florida Reading Endorsement Alignment Matrix
Competency#6**

Course Number	Met	Not Met	Topic of Study	Indicator code	Specific Indicator
RED 4940			Anecdotal Observation Analysis of Pre-Existing Data	6.1	Specific Indicators: ▪ Applies knowledge of language development, literacy development, and
RED 4940/4519			Phonemic Awareness Pre/Post Assessment Case Study /Small Group Instruction/SLIP	6.2	▪ Demonstrate knowledge of research-based instructional practices for developing students' phonemic awareness.
RED 4940			Phonics Pre/Post Assessment Case Study /Small Group Instruction/SLIP	6.3	▪ Demonstrate knowledge of research-based instructional practices for developing phonics skills and word recognition. R
RED 4940			Fluency Pre/Post Case Study /Small Group Instruction/SLIP	6.4	▪ Demonstrate knowledge of research-based instructional practices for developing reading fluency, automaticity, and reading endurance.
RED 4940			Vocabulary Pre/Post Case Study/ Small Group Instruction/SLIP	6.5	▪ Demonstrate knowledge of research-based practices for developing both general and specialized content area vocabulary. R

The secondary and middle grades programs demonstrate Competencies 1 and 2 in [RED 4335: Reading in the Content Area](#). This course combines teaching and assessment of reading skills/strategies for middle and high school students and provides teacher candidates enrolled in the middle grades and secondary programs multiple strategies that will facilitate student literacy for diverse learners, including struggling readers. The course content was designed so that teacher candidates progress from theoretical knowledge of scientifically-based high quality reading instruction to practical application of this knowledge. This required course provides teacher candidates enrolled in middle grades and secondary programs opportunities to apply multiple embedded literacy strategies that will facilitate student literacy learning across different content areas.

1.1.F. Additional Elements of the Uniform 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.

Each program within the COE has a matrix of Additional Elements. The matrices include the following components: the thirteen elements, the assignment, and the course where it occurs. Many of the Additional Elements occur in COE courses that all teacher candidates take, while the rest of the Additional Elements occur in program-specific courses. A sample matrix for the Middle Grades Mathematics Education program is included (Figure 10).

Additional Elements Matrices

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

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Figure 10. Selection from Middle Grades Mathematics Education Additional Elements Matrix.

IV. Additional Elements of the Uniform Core Curriculum (Middle Grades Mathematics Education, 5-9)		
Element	Assignment	Course Title
1. Recognize signs of students' difficulty with the reading and computational performance	Reading Strategy Lessons	RED 4335: Reading in the Content Areas
	Assessment Lab	MAE 3320: Interactive Middle School Mathematics Projects
	Student Learning Inquiry Project (SLIP)	MAE 4943: Internship – Middle Grades Mathematics 5-9
2. Math computational skills acquisition and measures to improve P-12 computational performance and technology appropriate for the grade	Math Tools Activity	MAE 3320: Interactive Middle School Mathematics Projects
	Math Quest Activity	MAE 4642: Assessing Cognitive & Affective Issues in Learning Mathematics
	Student Learning Inquiry Project (SLIP)	MAE 4943: Internship – Middle Grades Mathematics 5-9
3. Classroom management	Classroom Management Plan	EDG 3410: Classroom Management & Communication K-12
	Lesson Evaluation	EDG 4943: Cognitive Strategies Instruction Practicum
	Behavior Intervention Plan	EEX 4604: Behavior Management of Exceptional Students
	First Week of School Plan	MAE 4642: Assessing Cognitive & Affective Issues in Learning Mathematics
	Pre-Service Teacher Formative/Summative Evaluation Form	MAE 4943: Internship – Middle Grades Mathematics 5-9
4. School safety	Communication Paper	MHF 4404: Perspectives in Mathematics
	Behavior Intervention Plan	EEX 4604: Behavior Management of Exceptional Students
	School Safety Assignment	EDF 4781: Educational Issues for the 21st Century
	Pre-Service Teacher Formative/Summative Evaluation Form	MAE 4943: Internship – Middle Grades Mathematics 5-9

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Additional Element #10, higher order mathematics concepts, is addressed in each program as outlined in Figure 11:

Figure 11. Additional Element 10 – Higher level mathematics concepts.

Program	<i>Additional Element 10. Higher level mathematics concepts (Elementary Education with Infused ESOL and Reading, Middle Grades Math Education, Secondary Math Education)</i> Courses where higher level math is addressed:
ELED/ESE	EDE 4304: Integrated Mathematics & Science
ELED/ESE	EDE 4314: Mathematical Concepts and Procedures in the K-6 Classroom
ELEDR/ESEDR	RED 4940: Final Reading Internship – Elementary Education K-6
Business Technology	BTE 4412: Instructional Methods for Middle School Business Technology Education
Middle Grades General Science/Secondary Biology Education	PCB 4674: Adaptations of plants and animals
Middle Grades Math	MAD 2104: Discrete Mathematics
Middle Grades Math	MTG 3212: Modern Geometries
Secondary Math	MAS 3107: Discrete Structures
Secondary Math	MAS 4203: Number Theory
Technology Education	EVT 3402C: Materials and Processes with Lab
All Secondary and Middle Grades Programs	BTE/EVT/MAE 4940, SCE 4942, MAE/SCE 4943: Internship

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

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.

Undergraduate teacher candidates are provided a [series of field experiences](#) throughout their program of study. These experiences prepare them to work with students in various grade levels appropriate to their certification areas, diverse settings, and in high needs schools. The COE defines high needs schools based on Title I status or a high rate of students receiving free/reduced lunch. Teacher candidates are also required to work with students of varying exceptionalities and performance levels. Placements at multiple grade levels are also required by the COE to ensure opportunities for teacher candidates to demonstrate a variety of teaching strategies in multiple placement settings.

Teacher candidates are admitted to the COE as first semester juniors, and have the option of attending on a full or part-time basis. Each of the undergraduate programs takes five full-time semesters to complete, allowing teacher candidates at least four separate field placements with K-12 learners. Pre-mastery level field experiences include school based hours (SBH) in multiple settings appropriate to [related coursework](#), and two Practicum level placements (each at a different grade level). The mastery level field experience is the final internship.

The Office of School Partnerships (OSP) is managed by a director who is responsible for assuring that all placements comply with FLDOE requirements. The Director of School Partnerships is assisted by a School Partnership Liaison who tracks placements to ensure that teacher candidates are placed in diverse settings which represent varying exceptionalities and diverse cultures. Teacher candidates in all programs take EEX 3012: *Nature and Needs of Exceptional Students* which requires them to complete observations

and field-based assignments in a classroom with students with IEPs. Likewise, teacher candidates in all programs gain experience working with ELL students through TSL 3080. ELED and ESE teacher candidates are also required to work with ELL students in TSL 4081.

OSP Placement Processes

The OSP makes placements for teacher candidates in pre-mastery level field experiences. The OSP coordinates placements with local school districts for all mastery level field experiences. In order to identify Cooperating Classroom Teachers (CCT) for pre-mastery level placements, the OSP communicates with local school administrators to obtain appropriate classrooms for the field experiences. The principal (or designee) selects classroom teachers who will serve as CCTs for teacher candidates. Available CCTs names are entered into a Microsoft ACCESS database where they are matched by the School Partnership Liaison with teacher candidates requiring a pre-mastery level field experience.

Teacher candidates submit an application for a pre-mastery level field experience to the School Partnership Liaison who reviews their application and academic schedule to make an appropriate placement (i.e. grade level, subject matter, Title I etc.). Practicum level placements are distributed at a required [orientation](#) which occurs within the first month of each fall and spring term. Teacher candidates may seek assistance with school based hour (SBH) placements (see next section for details), or are permitted to identify possible sites for SBH, pending OSP approval. Mastery level field placements (final internship) are made by the districts; therefore, every effort is made by the OSP to ensure that teacher candidates receive Title I and a variety of grade level experiences prior to their final internship.

Placement Levels

School based hours Field Placements

School based hours (SBH) are built into [related courses](#) taken throughout each program of study, and allow teacher candidates to demonstrate competencies and skills at the pre-mastery level. During the SBH, teacher candidates apply course content in diverse classroom settings by tutoring individual students, tutoring small groups, teaching whole group lessons, when possible, interviewing students and school-based personnel, conducting case studies, and completing additional assignments. Teacher candidates are assigned to a school, or combination of schools, where they can complete SBH

[OSP Placement Process](#)

Communication with Local School Districts/Placement Requests

[Cover letter to schools](#)

[Overview of Field Experiences for Elementary Schools](#)

[Overview of Field Experiences for Middle and High Schools](#)

[Elementary School Sign-up Sheet](#)

[Middle School Sign-up Sheet](#)

[High School Sign-Up Sheet](#)

[District Letter of Agreement for Final Interns](#)

Placement Reports

[History of Supervised Field Experience Placements for Fall 2009 Final Interns](#) – secured link – use Guest Pass to login to LiveText

[History of Supervised Field Experience Placements for Spring 2010 Interns](#) – secured link – use Guest Pass to login to LiveText

[Title I Placement Statistics for 2009-2010](#)

[List of Placement Sites, 2008-2010](#)

requirements for the courses they are taking during a specific term. The teacher candidate coordinates with the school's administration to determine which specific settings to observe.

For example, if an ELED teacher candidate is completing RED 3309, Early and Emergent Literacy (requiring 15 SBH in a K-2 setting), and TSL 3080, Principles and Practices of ESOL I, K-12 (requiring 15 SBH with an ESOL certified or endorsed teacher who works with ELLs) during a term, the teacher candidate will be assigned to an elementary school with an ESOL population. The teacher candidate will then be able to coordinate with the school to observe a K-2 teacher during the reading/literacy block, and an ESOL certified or endorsed teacher who works with ELL students.

All ESE candidates are required to complete hours in a middle school for the course EEX 3012: *Nature and Needs of Exceptional Students*, and hours in a high school for EEX 4261: *Curriculum & Instructional Services for Students with Behavioral Disorders and Specific Learning Disabilities*. This requirement ensures that all ESE candidates experience both middle and high school environments since they will be certified K-12. Elementary experiences for ESE teacher candidates are obtained in other courses and at the practicum level.

Teacher candidates often take courses requiring SBH during the same term that they complete a practicum. When this occurs, the Office of School Partnerships (OSP) tries to make a practicum placement in a setting that allows teacher candidates to concurrently complete these additional school-based hours. For example, if an ELED teacher candidate is taking an intermediate literacy course and an ESOL course the same term as a practicum, the teacher candidate will likely be placed in an intermediate classroom with ELLs for the practicum. If this placement cannot occur, the OSP will arrange for the teacher candidate to go into a separate classroom or a separate school to complete the SBH required for that term.

Practicum Field Placements

As teacher candidates progress through their program of study, they will complete practicum experiences. Each practicum experience is [linked to a related methods](#) course taken during the same term. In the related methods course, candidates prepare for instruction in the associated practicum course by designing and adapting lesson plans, learning about standards and instructional goals, discussing curricular issues, practicing instruction, verifying content knowledge, and describing and designing appropriate assessments to measure student learning gains.

For all programs with the exception of Business Technology Education (6-12), which has specific curriculum needs, COE programs require teacher candidates to complete two 60 hour practica. Business Technology Education (6-12) teacher candidates complete three 40 hour practica. Teacher candidates admitted prior to Fall 2008 completed between 40-60 hours per practicum, depending on their program. However, feedback from school district personnel and teacher candidates led to raising the requirement to a total of 120 practicum hours.

Practicum Handbooks

[Elementary Education and Exceptional Student Education Programs](#)

[Middle Grades and Secondary Programs](#)

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The Office of School Partnerships assigns teacher candidates to a specific CCT for practicum field experiences. In order to do this, placement requests are sent to schools and principals are asked to recommend experienced, effective teachers willing to host a practicum level teacher candidate. The following guidelines are considered when the Office of School Partnerships makes practicum placements:

- Practicum placements occur at sites that are socially, ethnically, culturally, and linguistically diverse (including sites with ELL students). This information is provided by the school districts in which placements occur and is based on school district population data.
- Teacher candidates are placed in a setting appropriate to their certification area.
- Teacher candidates are placed with an experienced teacher (minimum of three years experience) recommended by the school's administration (See OSP communication).
- Teacher candidates are placed in a setting appropriate to the related methods courses in which they are enrolled. For example, ELED and ESE teacher candidates taking the practicum related to the Integrated Mathematics and Science course will be placed in a setting where mathematics and science are taught.
- Teacher candidates are placed in diverse grade levels between their two practicum experiences. An ELED teacher candidate is placed in one primary setting and one intermediate setting. An ESE teacher candidate is placed in either one primary setting and one intermediate setting, or one elementary setting and one middle school setting. Middle Grades teacher candidates are placed in appropriate middle grades (5-9) classrooms. Secondary teacher candidates are placed in one middle school setting and one high school setting.
- Teacher candidates are placed in diverse schools for their practicum experiences. At least one school will be a Title I school, a school with an identified ESOL population, or a school with a relatively high rate of students on free or reduced lunch.

When possible, ESE teacher candidates are placed in diverse levels of restrictive environments and work with students with diverse exceptionalities in their two practicum experiences. For example, a teacher candidate may be placed in a Varying Exceptionalities (VE) inclusive setting for one practicum, and an Emotional & Behavioral Disorders (EBD) self-contained unit for another practicum.

When possible, teacher candidates are placed in settings where they can also complete SBH field experiences required for that term (in addition to practicum hours). For example, if a teacher candidate is enrolled in an ESOL course during the same term as the practicum, the teacher candidate is assigned to a school with ELLs and ESOL-credentialed teachers. Teacher candidates are usually placed in a grade level that allows them to complete required reading hours in the same setting as well.

During each practicum, teacher candidates are mentored and evaluated by a COE supervisor who provides specific feedback regarding the teacher candidate's ability to work effectively with students from diverse cultures and of varying exceptionalities and performance levels. COE supervisors are credentialed as faculty using SACS criteria and must have public school experience in the field. Teacher candidates are assessed on their ability to demonstrate attainment of the UCC standards and competencies in both practicum courses, particularly FEAPs and respective Florida Subject Area Competencies

(FSACs). Teacher candidates enrolled in programs with the reading endorsement are also required to demonstrate certain reading competencies as outlined in the reading syllabi.

In addition to the COE supervisor, teacher candidates receive support from other personnel: the on-campus faculty member teaching the methods course aligned with the practicum, and the cooperating classroom teacher (CCT). Together, the COE supervisor, CCT, faculty member, and teacher candidate comprise the Professional Development Team. The purpose of this team is to mentor and assess the teacher candidate's performance in authentic classroom settings. Each teacher candidate is observed a minimum of three times during each practicum. One of those observations is a videotaped lesson that both the teacher candidate and the faculty teaching the methods course evaluate. Teacher candidates are formally evaluated using the following:

- [Pre-service Teacher Disposition form](#) (completed by the field supervisor and the CCT),
- [Pre-service Teacher Formative/Summative Evaluation form](#) (completed by the COE supervisor with input from the CCT),
- [Professional Development Plan](#) (completed by the teacher candidate with input from the CCT, the on-campus methods course faculty, and the COE supervisor), and
- A minimum of three formal [lesson observations](#) (two completed by the COE supervisor and one completed by the faculty teaching the methods course).

Final Internship

The culminating field experience is the [final internship](#), a 15-week, full day, school-based experience. During the final internship, teacher candidates gradually assume full teaching responsibilities for all students in their assigned classrooms. Throughout the internship, teacher candidates' performance is assessed on the Uniform Core Curriculum assignments and activities. To support their internship experiences, teacher candidates attend four seminars on campus and meet with their COE supervisor at least five times at their site placement. Additionally, when needed, the faculty advisor provides support/intervention by completing either a [Concerns Form](#) to document a potential issue, or a [Teacher Assistance Plan](#), to serve as a performance improvement plan. Below are other forms used to provide feedback to teacher candidates during final internship:

- [Pre-service Teacher Disposition form](#) (completed by CCT and COE supervisor),
- [Pre-service Teacher Formative/Summative Evaluation](#) form (completed by COE supervisor in consultation with CCT),
- [Professional Development Plan](#) (completed and updated during the term by the teacher candidate with review and feedback from CCT and COE supervisor),
- [Pre-service Teacher Lesson Evaluation Form](#) (completed by COE supervisor a minimum of 4 times and periodically by CCTs),

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- [Pre-service Teacher Reflective Journal](#) (completed weekly by teacher candidate and reviewed by the CCT and COE supervisor),
- Video self-evaluation, and
- [Syllabus](#) assignments related to demonstrating mastery of the UCC using common rubrics.

Elementary Education and Exceptional Student Education teacher candidates obtaining a reading endorsement take [RED 4940](#) concurrently with their final internship, and are placed in the same classroom. RED 4940 is a 1 credit hour field experience where teacher candidates work directly with K-12 teachers and students in the public schools in large group, small group, and individual settings to connect all aspects of theoretical, campus-based literacy instruction to classroom practice. The RED 4940 experience requires teacher candidates to complete specific assignments geared toward demonstration of Reading Competency (RC 6). The course is designed to demonstrate specific skills and strategies in reading relative to program planning, instruction, daily scheduling, record keeping, evaluation, classroom management, communication, ethics, and professional development.

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)

All teacher candidates in the ELED and ESE programs must fulfill the appropriate level of ESOL training, per Florida Statutes, in order to receive the ESOL endorsement. The programs include two stand alone ESOL courses, as well as 17 (ELED) or 18 (ESE), infused courses. The stand alone ESOL courses, [TSL 3080: ESOL Issues: Principles and Practices I K-12](#) and [TSL 4081: ESOL Issues: Principles and Practices II K-12](#), require 15 ESOL school-based hours (SBH) with ELLs and an ESOL endorsed or certified cooperating classroom teacher (CCT). These hours must be completed in two different settings under the guidance of an ESOL course instructor. ESOL infused field experiences require teacher candidates to complete lesson plans using the [Danielson Lesson Plan Template](#), which must include accommodations for ELLs.

Prior to fall 2009, teacher candidates identified ESOL qualified CCTs with whom to complete the required SBH for ESOL courses by contacting local schools. However, beginning fall 2009, teacher candidates had the option to request placements from the Office of School Partnerships (OSP) or to arrange their own SBH. To document their ESOL SBH, teacher candidates are required to complete the [Record of Hours Form](#). As of spring 2010, to better document that the CCT is ESOL endorsed or certified, teacher candidates are required to confirm these credentials by [searching](#) the FLDOE website. Teacher candidates must then submit the ESOL credentials to their course instructor for approval.

Examples of activities performed with ELL students in these placements include tutoring, administering and interpreting SOLOM (Student Oral Language Observation Matrix), summarizing classroom setting, and reviewing a standardized oral or written language instrument. See related syllabi for additional requirements.

1.2.C. Reading Endorsement Placements

Programs that lead to a Reading Endorsement must include a description that provides for an appropriate placement:

Appropriate placements for Reading practicum experience are provided.

Placement demonstrates application of indicators in a culminating reading practicum or in student teaching.

Teacher candidates working toward a reading endorsement are appropriately placed in classrooms in grades K-2 (RED 3309), 3-6 (RED 4511), and K-12 (RED 4519 and RED 4940).

Below are the guidelines for reading field experiences:

- Teacher candidates are placed in a grade level appropriate to their certification area,
- Teacher candidates are placed with an experienced teacher (minimum of three years experience) recommended by the school's administration,
- Teacher candidates are placed in a setting appropriate to the literacy related methods courses in which they are enrolled,
- Teacher candidates are placed in diverse grade levels for reading SBH. An elementary education teacher candidate is placed in one primary setting and one intermediate setting. An Exceptional Student Education teacher candidate is either placed in one primary setting and one intermediate setting, or one elementary setting and one middle school setting. Reading SBH completed prior to the reading internship provide the opportunity for teacher candidates to demonstrate Reading Competencies 1-5, and
- When possible, teacher candidates are placed in a setting which also allows them an opportunity to complete additional SBH required for that term. For example, if a teacher candidate is enrolled in an ESOL course during the same term as his or her reading SBH, the teacher candidate is assigned to a school with ESOL for reading SBH. If not possible, teacher candidates are placed in multiple settings.

Placements of teacher candidates for the final reading internship, RED 4940, are made by school district personnel utilizing the information provided by OSP. As per the *FLDOE Reading Endorsement Alignment Matrix Competency 6* (2008, p. 49), all ELEDR and ESEDR teacher candidates are placed in settings where they can apply "...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."

1.3 Program faculty meet state-mandated requirements for supervision of field/clinical experiences and faculty credentials for ESOL.

1.3.A. Faculty Requirements for Field/Clinical Supervision

Evidence is provided that supervising faculty possess one of the following:

- 1. Specialized training in clinical supervision, or**
- 2. Valid professional teaching certificate, or**
- 3. At least 3 years of successful teaching experience in prekindergarten through grade 12.**

Field experiences are monitored and evaluated by qualified supervising faculty. Credentials of supervising faculty are reviewed carefully by the OSP to assure that all state-mandated requirements are met, pursuant to section 1004.04 (6)(a), Florida Statutes. COE supervisors possess one or more of the following credentials:

- Specialized training in clinical supervision, or
- Valid professional teaching certificate, or
- At least 3 years of successful teaching experience in prekindergarten through grade 12.

In addition, the COE requires all supervisors to meet the same credentialing guidelines as faculty: a minimum of a master's degree in a related field with 18 graduate credit hours in academic discipline and three or more years of successful teaching experience in a K-12 setting. Documentation showing that these requirements have been met is included in the [Supervising Faculty Credentialing Table](#) for each program.

1.3.B. ESOL Faculty Credentials

Credentials of faculty teaching ESOL-specific courses

Credentials of faculty teaching infused courses

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.

In compliance with the ESOL requirements set forth by the State, all faculty hired to teach ESOL specific courses in the COE have met the State requirement of either possessing an advanced degree in TESOL or a closely related field such as Foreign Language with an ESOL endorsement or equivalent training and experience (see [ESOL Credentialing Table](#)).

Many core education classes include specific ESOL instructional strategies necessary to promote student achievement. Faculty teaching ESOL infused courses have one of the following:

- formal ESOL preparation, such as college level ESOL coursework
- ESOL endorsement
- professional certification

Faculty who do not meet one of the above criteria must complete 45 contact hours of professional development in ESOL instructional preparation that is the equivalent to a three hour course. Newly hired faculty complete an [on-line survey](#) indicating their current ESOL credentials. The ESOL coordinator monitors and tracks survey responses.

The COE has implemented [on-line ESOL training modules](#) for faculty who have not met the ESOL credentialing requirements through other means. When a new faculty member is hired and needs the professional development modules, the ESOL Coordinator orients the faculty member to the training process. All new hires are expected to complete the ESOL credentialing requirements within the first term of employment. During this term, the course coordinator is assigned to mentor the new faculty member to ensure that the specific ESOL requirements of that course are understood and implemented.

The COE on-line modules are available at all times and are monitored by the ESOL Coordinator who supports faculty as they progress through the ESOL content. The course includes 10 modules covering the following ESOL topics:

- The Florida Consent Decree
- Five Aspects of Language: phonology, morphology, syntax, semantics, and pragmatics

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- First and Second Language Acquisition
- Krashen's Monitor Model
- Cummins's Quadrant
- Language Variation
- Overview of Approaches to ESL Instruction
- Demo Lesson: Total Physical Response (TPR)
- Demo Lesson: Teaching Academic Content, and
- Demo Lesson: Jazz Chants

Each module contains a video lesson, supplemental information, readings, and/or notes related to the lesson. Once all modules have been mastered, a written comprehensive assessment is administered to the faculty member and evaluated by the ESOL Coordinator to verify successful completion of the course.

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:

Evidence of clinical educator training

Successful demonstration of effective classroom management strategies that consistently result in improved student performance.

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 College of Education (COE) works with school district administrators to identify cooperating classroom teachers (CCTs) who meet the following state mandated criteria: clinical educator training, successful demonstration of effective classroom management strategies that consistently result in improved student performance, and ESOL credentialing (if applicable). Districts are reminded of these requirements through communication from the Office of School Partnerships (OSP) and agree to select teachers that meet all state requirements listed. Districts maintain personnel records regarding CCT eligibility.

Final Internship Placements

Final internship placements are made by the school district offices; the districts send the OSP a signed contract confirming that the CCTs meet the specified requirements listed above.

Practicum and School-Based Hour (SBH) Placements

Early each fall term and mid-way through each spring term, the OSP sends an Overview of Field Experiences, as well as a sign-up sheet, to partnering school district principals (or appropriate designees) requesting names of CCTs willing to host teacher candidates needing practicum and SBH placements for the upcoming term. School principals return the sign-up sheet to the

Communication with School Districts

[Cover letter to schools](#)

[Overview of Field Experiences for Elementary Schools](#)

[Overview of Field Experiences for Middle and High Schools](#)

[Elementary School Sign-up Sheet](#)

[Middle School Sign-up Sheet](#)

[High School Sign-Up Sheet](#)

[District Letter of Agreement for Final Interns](#)

**Clinical Educator Training
Verification Letters from Districts**

[Pinellas](#)

[Pasco](#)

[Hernando](#)

[Hillsborough](#)

Summary Report for Continuing Program Approval Standards

OSP verifying that the CCTs listed on the sign-up sheet are approved to work with SPC teacher candidates. If there are more teacher candidates needing placements than the number of CCTs listed on the sign-up sheets, the School Partnership Liaison calls school contacts requesting additional placement sites. All records and communications with districts are housed in the OSP.

ESOL Placements

Both ESOL courses (TSL 3080 and TSL 4081) require teacher candidates to spend 15 hours with an ESOL certified or endorsed teacher. Course instructors for both ESOL courses require teacher candidates to submit evidence of the CCT's ESOL credentials. As of spring 2010, to better document that the CCT is ESOL endorsed or certified, teacher candidates are required to confirm these credentials by [searching the FLDOE website](#). Teacher candidates must then submit the ESOL credentials to their course instructor for approval.

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

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

State-mandated Admissions Requirements

Admission to the College of Education (COE) is based on requirements set forth by the Florida Statutes, State Board of Education Rules, and St. Petersburg College (SPC) Board of Trustees Rules ([BOT Rule 6Hx23-4.72](#)).

The COE adheres to SPC's admission procedures to assure all teacher candidates meet the same admission requirements. Information regarding admission to the COE can be found on the [College's Web Site](#) and the catalog; the catalog is available in both hard copy and [electronically](#). When prospective teacher candidates seek information about becoming a teacher, they are directed to contact an SPC Academic Advisor or the COE Baccalaureate Specialist's office. Academic Advisors provide prospective applicants with information regarding state-mandated admission requirements as well as the necessary steps to submit an [application](#) to the COE. Once the application process is complete, Admissions and Records receives the applicant's

Admissions Checklists

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

name and information and forwards the file to the appropriate College of Education Baccalaureate Specialist. The Baccalaureate Specialist is responsible for the admission of applicants into the COE, while also providing support to faculty advisors by assisting in the monitoring of teacher candidate progress through their programs of study. As part of the admission process, the Baccalaureate Specialist communicates with the applicant about any outstanding requirement and admits any applicant meeting the admission criteria for undergraduate teacher certification programs as stated below. Once it is determined that all state-mandated and SPC admissions requirements have been met, the applicant receives a [letter](#) of admission from the Baccalaureate Specialist confirming acceptance into the COE. This letter also includes pertinent information about registration procedures and starting an academic career in the COE. For more information, please see the [College of Education Admission Process flowchart](#). The COE admission requirements are outlined in the [BOT rules](#) and listed below:

I. Admission to COE programs is based on applicants meeting all of the criteria listed below.

Undergraduate certification programs

- A. Complete both the St. Petersburg College and the COE supplement applications for admission.
- B. Complete an A.A. degree or 60 hours of general education requirements leading to the A.A. degree.
- C. Submit official academic transcripts from all past post-secondary institutions attended.
- D. Transfer credit will be considered on a case-by-case basis.
- E. COE faculty will determine if transfer credit includes required competencies or if additional assignments are to be submitted.
- F. Earn an overall cumulative 2.5 GPA on a 4.0 scale in previous coursework.
- G. Demonstrate mastery of general knowledge by passing an appropriate Florida Department of Education examination [General Knowledge Test (GKT)] required for admission into a teacher preparation program.
- H. Complete all lower-division common education prerequisites and all Florida mandated prerequisites with final course grades no lower than a “C”.
- I. Be in good academic and disciplinary standing with all previous education programs attended and be eligible to return.

The COE does not admit any applicants who do not meet the above mentioned criteria into any of the teacher certification programs. The COE also offers a Bachelor of Science degree, Educational Studies, which does not lead to Florida teacher certification and has different

admission requirements. Students in this program may decide to change their program and seek admission into the COE teacher certification programs. These students must meet the admission requirement as listed above. For information on other students who may take COE courses, click [here](#).

Number of teacher candidates admitted to the COE

Detailed admission data by program is shown in the [Program Admission Reports](#). Aggregated admission data for the COE are provided in Table 1 below.

Table 1. College of Education Admission by Academic Year.

Academic Year	Total Admitted
2002-2003	157
2003-2004	184
2004-2005	247
2005-2006	269
2006-2007	268
2007-2008	285
2008-2009	159
2009-2010	173
Total	1742

These figures reflect admission for undergraduate certification programs only.

St. Petersburg College uses PeopleSoft as its information management system. Admission data are accessed through this system by the COE’s Assessment Coordinator who prepares reports such as new enrollment, total enrollment, and enrollment by program, as required by the College as well as by external stakeholders, including the Department of Education.

Applicants admitted under the 10% Waiver

The College of Education used the 10% admission waiver for students enrolled in a federally funded grant, Transition to Teaching (TTT), which was in partnership with the Hillsborough County School District. These teacher candidates were paraprofessionals working in this district which received a grant to provide Bachelor degrees in education to paraprofessionals.

The College of Education delivered its ELED and ESE programs on site in Hillsborough County. The COE admitted a total of 15 TTT teacher candidates under the 10% waiver. As of Fall 2009, teacher candidates were no longer admitted under the 10% waiver.

Transition to Teaching teacher candidates admitted under the 10% waiver received a letter regarding their admission status and any remaining criteria to fulfill prior to completing their program. To assure applicants' comprehensive understanding of admittance under the 10% waiver, an academic contract or letter stating completion requirements was generated by the COE, and reviewed by the teacher candidate and all interested parties.

The TTT program funded a TTT Liaison, an SPC employee whose role involved recruiting new teacher candidates and advising TTT teacher candidates enrolled in the COE. The TTT Liaison worked with the COE's Baccalaureate Specialist and Hillsborough County School District personnel to adhere to specified guidelines in the Florida Statutes to assure that applicants admitted under the 10% waiver were provided with the guidance and support to facilitate successful completion within their program of study. Applicants who had not completed the General Knowledge Test and/or had a GPA's under 2.5 were counseled by the TTT Liaison, Baccalaureate Specialist and/or district personnel, and were provided with an individualized plan to assist them in passing the GKT and/or improving their GPA. The teacher candidate was contacted by the TTT Liaison each term to confirm progress in meeting the requirements. This contact was documented in the advising file of each teacher candidate.

Additional academic support provided to teacher candidates admitted under the 10% waiver by the COE included:

- math tutoring,
- web-based tutoring,
- test-taking software,
- writing assistance,
- self-paced independent study software (HH Publishing),
- additional advising and tracking of progress, and
- on-going campus tutoring and library resources for the GK preparation

Number of teacher candidates enrolled by program

Six hundred and eight undergraduate teacher candidates were enrolled in the COE during the 2009-2010 academic year. Enrollment data by program and academic year are shown in Table 2.

Summary Report for Continuing Program Approval Standards

Table 2. College of Education Teacher Certification Enrollment by Program and Academic Year.

Program Title and Doe Code	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Biology Education, 6-12 (288)	14	23	41	46	41	29	18	18
Business Education, 6-12 (298)			2	3	4	7	8	5
Elementary Education, K-6 with ESOL Endorsement (444)	115	241	310	350	365	374	327	126
Elementary Education K-6 with ESOL Endorsement and Reading Endorsement (494)								217
Exceptional Student Education, K-12 with ESOL Endorsement (430)	41	73	134	173	201	212	216	69
Exceptional Student Education, K-12 with ESOL and Reading Endorsement (495)								118
Middle Grades General Science Education, 5-9 (307)						1	5	9
Middle Grades Mathematics Education, 5-9 (306)						2	4	7
Mathematics Education, 6-12 (287)	8	7	19	26	28	36	28	26
Technology Education, 6-12 (323)				5	8	16	18	13
Total Undergrad Cert Enrollment	178	344	506	603	647	677	624	608

2.2 Teacher 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 teacher 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.

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

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

Documented evidence that each teacher candidate has made progress on demonstrating the FEAPs/PECs and Subject Area Competencies and Skills prior to final culminating field/clinical experience.

Documented evidence that each teacher 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.

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

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

The Florida Educator Accomplished Practices (FEAPs/PECs) and the Florida Subject Area Competencies and Skills (FSAC)

Individual Level:

The College of Education (COE) has established an assessment system to collect data on teacher candidates' demonstration of FEAPs and their indicators, PECs 1-12 (PECs 13 & 14 are addressed in lower division coursework), as well as the Florida Subject Area Competencies and Skills (FSACs) and their indicators. See program UCC matrices for details. Teacher candidates demonstrate mastery of FEAPs/PECs and FSACs in course assignments as assessed by the individual course instructor. Faculty advisors monitor teacher candidate progress and mastery of FEAPs/PECs and FSACs.

For all programs and years, teacher candidates have demonstrated competencies with common assignments aligned to FEAPs/PECs and FSACs that are completed during course and fieldwork. For competencies that are mastered within the COE, teacher candidates must meet the minimum performance assessment criteria for assignments aligned to specific performance indicators AND earn a "C" or higher in the course. For competencies that are mastered in courses outside the COE, teacher candidates must have earned a "C" or higher in the course for those competencies to be demonstrated. Program faculty meet with appropriate faculty outside the COE to ensure that the competencies continue to be addressed in those courses.

In the initial years of the COE, teacher candidates received feedback from course instructors using paper rubrics and submitted a portfolio of their work to their faculty advisors in a hard copy format. From Fall 2005 to Spring 2010, teacher candidates submitted electronic portfolios containing required assignments using the Legacy version of LiveText to their course instructors and faculty advisors. Teacher candidate portfolios containing assignments graded electronically by course faculty were assessed by faculty advisors prior to final internship and again at program completion. In summer 2010, the COE migrated to the C1 version of LiveText, which allowed for enhanced reporting capabilities on teacher candidates, programs and the overall unit. The C1 version of LiveText is course based, rather than portfolio based. New teacher candidates entering the COE in fall 2010 and beyond will not submit portfolios to instructors and faculty advisors, but will continue to have key artifacts/assignments assessed by course instructors electronically in LiveText. A transition plan is in place for teacher candidates admitted to the

Overall UCC Matrices

[Biology Education, 6-12](#)

[Business Technology Education
Technology, 6-12](#)

[Elementary Education, K-6 with ESOL
Endorsement](#)

[Elementary Education, K-6 with ESOL
Endorsement and Reading
Endorsement](#)

[Exceptional Student Education, K-12
with ESOL Endorsement](#)

[Exceptional Student Education, K-12
with ESOL Endorsement and Reading
Endorsement](#)

[Middle Grades General Science
Education, 5-9](#)

[Middle Grades Mathematics
Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

COE before this time. For more information, please see the [Report on the COE Assessment System History](#).

The COE master syllabi have assignments aligned to FEAPs/PECs and FSACs listed in their required assessment sections. Course faculty use common electronic rubrics to assess teacher candidate competencies on the FEAPs and their indicators, PECs 1-12 (PECs 13 & 14 are addressed in lower division coursework), as well as the FSACs and their indicators.

Assignments aligned with FEAP indicators must be passed with a minimum score on the associated component(s) of the rubric. Prior to final internship, a score of 3 (Progressing) or score of 4 (Target) is required on the associated FEAP indicator component(s) of the rubric to attain a pre-mastery level. Assignments aligned with FSACs are assessed as “met” or “not met” using the UCC Performance Assessment Rubric. To pass any COE course, teacher candidates must demonstrate all competencies associated with the course. If the teacher candidate does not achieve the required score, remediation occurs with the course faculty until the standard is met or the candidate does not receive a passing grade for the course ([UCC Performance Cycle](#)).

Prior to summer 2010, the COE utilized a different assessment system to measure progression on the FEAPs/PECs and FSACs. All COE course assessments allowed for evaluation of teacher candidate competencies at multiple points throughout the program. Within a course, a teacher candidate was required to obtain a minimum passing score of 75% on all FEAP-aligned assessments in order to pass the course. The assignments used for FEAPs were assessed by common COE and program-specific rubrics or exams. For more information, please see the [Report on the COE Assessment System History](#).

In the months before teacher candidates plan to intern, they must submit an internship application. The Office of School Partnerships forwards the applicant list to the Baccalaureate Specialist office. The Baccalaureate Specialist's office conducts a review of teacher candidates' performance on the Professional Education (ProED) Examination and Subject Area Examination (SAE) of the Florida Teacher Certification Examinations (FTCE). Teacher candidates must request that their scores on the FTCE be sent to St. Petersburg College. These scores are entered into the PeopleSoft information management system by Admissions and Records, thereby enabling reports to be run on teacher candidates' progress. A review of teacher candidates' FTCE progress reports is conducted and faculty advisors of teacher candidates who have not demonstrated successful passing of the ProEd are notified by the Baccalaureate Specialist by email. These teacher candidates are advised by faculty advisors that they must re-take this test prior to being eligible for internship. Teacher candidates who have not demonstrated successful passing of the appropriate SAE for their program are tracked by the Baccalaureate Specialist's office as still missing this requirement, but are eligible for internship. This requirement must be successfully met prior to program completion. Remediation for teacher candidates who have not successfully passed the SAE for their program is provided via resources available in the Student Commons (an electronic forum) and through faculty advising. The Baccalaureate Specialist's

office reviews the advising transcripts and completes a course audit of all teacher candidates who have applied for internship.

Teacher candidates must also receive faculty advisor sign off on the FEAPs/PECS and FSACs to be considered eligible for internship. The faculty advisors review and verify teacher candidates' progress on FEAPs/PECS and FSACs using the LiveText C1 Teacher Candidate Performance Report, information from the Baccalaureate Specialist office, and PeopleSoft reports. Individual faculty advisors may supplement these common documents. Using this information, the faculty advisor completes the [Checklist for Internship Application](#). Teacher candidates submit this signed checklist from their faculty advisor to the Office of School Partnerships. The Office of School Partnerships reviews the checklist for teacher candidates who have applied for internship and confirms with faculty advisors and the Baccalaureate Specialist office to ensure that requirements have been met, before permitting a student to intern.

The mastery level verification process for the FEAPs/PECS occurs during the final internship, just prior to program completion. First, the COE supervisor (with feedback from the Cooperating Classroom Teacher) evaluates teacher candidates on FEAPs/PECS 1-12 using the [Pre Service Teacher Formative/ Summative Evaluation form](#). Scores from the Pre Service Teacher Formative/ Summative Evaluation are based on CCT and Supervisor observations and assessment of assignments in such areas as lesson planning, presentation, and action research (see [4940 syllabus](#)). The [Pre-Service Teacher Formative/Summative Evaluation form used prior to fall 2010](#) required teacher candidates to receive a score of 3 or 4 on all 12 FEAPs. The current process, using an updated form and captured electronically in LiveText, requires a 4 (Target) on all FEAP indicator aligned measures. A change in this form was made to enhance consistency in the feedback given to teacher candidates on their progress from pre-mastery to mastery for FEAPs/PECS. If teacher candidates do not achieve the required score on the Pre-Service Teacher Formative/Summative Evaluation form, remediation takes place, or teacher candidates must repeat their internship ([UCC Performance Cycle](#)). Teacher candidates that achieve the required score on the Pre-Service Teacher Formative/Summative Evaluation form and successfully complete all internship requirements, earn a passing grade for their internship. Teacher candidates who fail to successfully complete a final internship can enroll a second time. Per COE Board of Trustee Special Rules, [6Hx23-4.72](#), teacher candidates must request permission to attempt the internship for a third time.

Another step to ensure that teacher candidates have mastered the FEAPs/PECS and FSACs at program completion includes a review of teacher candidates' scores on the SAE by the Baccalaureate Specialist office. This review is conducted by the Baccalaureate Specialist during internship and then confirmed prior to program completion. Faculty advisors receive email notification from the Baccalaureate Specialist office regarding teacher candidates who have not successfully passed the SAE.

The faculty advisor also reviews the Progression Report for FEAPs/PECs and FSACs once more. Depending on when the teacher candidate began his or her program, and if a portfolio was required at that time, the faculty advisor will also review the LiveText portfolio to confirm that all required UCC assignments have been successfully completed at the mastery level. Finally, the COE's Baccalaureate Specialist contributes to this verification process by confirming that all state, college, and program requirements have been met prior to program completion.

Program Level: FEAP/PEC and FSAC Standards

LiveText Legacy course reports provided aggregate data for all teacher candidates assessed using a particular rubric, which included drill down capability to the teacher candidate level. These reports allowed Course Coordinators to review data by instructors for teacher candidates who were assessed with a given rubric. These data provided a snapshot on overall teacher candidate performance in these courses. During a review of these reports, it was determined that the Course Coordinators needed access to more data in regards to teacher candidate progression on all FEAP/PEC and FSAC Standards.

The COE upgraded to LiveText's C1 version to enable enhanced reporting of UCC standards and indicators at the teacher candidate, program, and unit levels. The LiveText Legacy system had limitations in the types of reports that the COE could run on teacher candidate performance. An individual student performance report was not available using the Legacy version of LiveText. This reporting limitation was met by a requirement that teacher candidates demonstrate the UCC requisite competencies in order to earn a passing grade for the course. Faculty advisors reviewed teacher candidates' college transcripts to ensure that each course was passed. Additionally, the faculty advisor reviewed teacher candidate's portfolios to further ensure that teacher candidates completed all assignments aligned to FEAPs/PECs and FSACs. The COE was dissatisfied with the limitations of the Legacy reporting on teacher candidate progression and migrated to the new C1, making some updates to the assessment process during this time as well.

The COE is now able to run reports on progression using C1. Faculty advisors are able to review teacher candidates' progression on all UCC aligned standards and indicators. These reports guide the Faculty Advisors in providing feedback and mentoring to teacher candidates on their mastery of UCC aligned standards and indicators. Additionally, individual COE program faculty are able to review these reports and use them to guide curriculum design and teaching processes. A transition plan is in place for teacher candidates admitted to the COE prior to summer 2010. See the [Report on the COE Assessment System History](#) for more information.

Sample Course Reports

[EDF 3214: 2009-2010](#)

[EDF 3214: 2008-2009](#)

[EEX 3101: 2009-2010](#)

[EEX 3101: 2008-2009](#)

[EDG 3410: 2009-2010](#)

[EDG 3410: 2008-2009](#)

Prior to the C1 migration, the COE attempted to extract more useful data from LiveText's Legacy System. The COE utilized [Crystal Reports](#) to allow for additional analysis of teacher candidate performance data. While the COE Crystal Reports may have provided more detailed information, the process of generating and distributing reports was cumbersome. There were also limitations in the types of data that could be extracted, hence the decision to migrate to C1.

During the C1 report development phase, sample progression reports were run on teacher candidate attainment on FEAPs/PECs and FSACs. In keeping with the [COE Performance Improvement Cycle](#), reports were reviewed by faculty for potential areas for improvement at the individual teacher candidate, course, and program levels.

The COE has also utilized other means of collecting data on teacher candidates' performance on the FEAPs/PECs and FSACs and their indicators. In spring 2009, a sample group of 55 teacher candidates were identified as part of the COE's continuous improvement cycle for 2009-2010. Faculty initially reviewed data related to teacher candidate subject matter knowledge. Specifically, the following variables were considered: teacher candidate SAE attempts, FEAP 8 score on their last Formative/Summative Form, and Upper Division COE GPA. While these data were useful at the unit level, the process of extracting these data was cumbersome and inefficient. The COE determined a need to gather this data more efficiently at teacher candidate and program level. This supported the decision to migrate to LiveText C1 due to its enhanced reporting capabilities. For more information on the results of this data collection, see [COE Summary Report on Teacher Candidate Subject Area Knowledge](#).

Another project aimed at collecting data about teacher candidate's mastery of FSACs involved the Technology Education (TECED) program. The faculty of this program reviewed the state and the COE program SAE, results including number of attempts and percentage correct by competency for the SAE. These data allow for the analysis and comparison of COE TECED teacher candidate performance to statewide test performance on this SAE. Additionally, testing results by competency allowed for curriculum content and delivery adjustments in the SPC TECED program during 2009-2010. Options are being explored to allow larger programs to use a similar method to access and review program specific FSAC data. For more information, see the [2009-2010 TECED FSACs Report](#).

2.2.A.3 For ESOL-Infused Programs

For ESOL infused programs:

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

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

- 1. Teacher 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 teacher candidate mastery of the competencies.**

Stand alone and Infused Courses

The COE's Elementary Education (ELED) and Exceptional Student Education (ESE) program completers earn an ESOL endorsement from the State of Florida. The COE uses an infused model comprised of two stand alone ESOL courses ([TSL 3080](#) and [TSL 4081](#)) plus the majority of other courses in the [ELED](#) and [ESE](#) program sequences contain integrated ESOL activities and assignments. The ELED and ESE ESOL component of the UCC matrices provides the specific course mapping demonstrating the infused model. Assignments from the two ESOL courses, plus assignments throughout multiple courses, as listed on the syllabi and ESOL matrices, provide teacher candidates with the opportunity to demonstrate mastery of ESOL Competencies and Skills.

The ESOL Coordinator, a full-time faculty member with a graduate degree in an ESOL related field, is responsible for monitoring all ESOL FSACs related assignments in COE syllabi and to ensure that all ESOL standards are being addressed as shown in the ESOL portion of the UCC matrices. If a faculty member wishes to change a

Overall UCC Matrices

[Biology Education, 6-12](#)

[Business Technology Education
Technology, 6-12](#)

[Elementary Education, K-6 with ESOL
Endorsement](#)

[Elementary Education, K-6 with ESOL
Endorsement and Reading
Endorsement](#)

[Exceptional Student Education, K-12
with ESOL Endorsement](#)

[Exceptional Student Education, K-12
with ESOL Endorsement and Reading
Endorsement](#)

[Middle Grades General Science
Education, 5-9](#)

[Middle Grades Mathematics
Education, 5-9](#)

[Mathematics Education, 6-12
Technology Education, 6-12](#)

course assignment that supports an ESOL standard, the ESOL Coordinator must approve the change. Thus, programs are assured of accuracy and consistency in demonstrating proficiency for all completers in all ESOL standards. The COE has a process in place to ensure all faculty teaching ESOL infused courses have or obtain the required ESOL background and are fully aware of COE processes regarding assessment of ESOL standards. The ESOL Coordinator is available to faculty for consultation as requested.

A minimum of 30 school-based hours (SBH) with an ESOL endorsed or certified teacher allows teacher candidates to apply what they have learned in their theory courses through connected assignments. Teacher candidates demonstrate pre-mastery of ESOL standards and competencies through a variety of measures including graded assignments, performance assessments, and dispositional evaluations. In addition, the ESOL Coordinator ascertains that teacher candidates in the ELED and ESE programs successfully demonstrate mastery of the 25 ESOL Performance Standards and Subject Area Competencies through a second checkpoint during internship.

The COE's Secondary and Middle Grades programs ([BTEED](#), [MGSED](#), [MGMED](#), [TECED](#), [MTSED](#), and [BSCED](#)) lead to a Level II ESOL designation, as required by the State of Florida for secondary, non-language teachers. For all Secondary and Middle Grades programs, ESOL Level II competencies and skills are attained through a three credit hour ESOL course, [TSL 3080: ESOL Issues: Principles and Practices I K-12](#), which includes a requirement of 15 school-based hours. Program specific methods courses require ESOL accommodations written into all lesson plans using the Danielson Lesson Plan [template](#). Additionally, ESOL standards and competencies are addressed in [core courses](#) that are shared by all programs.

Individual Level: ESOL Standards and Subject Area Competencies

The process that the COE uses to monitor teacher candidate's progress for the [English for Speakers of Other Languages \(ESOL\) Standards and Subject Area Competencies](#) is the same as that used to monitor FEAPs/PECs and Subject Area Competencies. Program UCC matrices identify the assessments aligned to the ESOL standards and indicators. The COE master syllabi have assignments aligned to ESOL standards and competencies (see ESOL matrices) that are listed in the required assessment sections for ELED and ESE programs. Course faculty use electronic rubrics to assess teacher candidates on the ESOL standards and competencies, which are located in LiveText. Assignments aligned with ESOL standards and competencies are assessed as "met" or "not met" using the [UCC Performance Assessment Rubric](#) for the pre-mastery level. To pass any COE course, teacher candidates must demonstrate all standards and competencies associated with the course have been met and earn a 75% on these assignments. If the teacher candidate does not achieve the required level, remediation occurs with the course faculty until the standard is met or the candidate does not receive a passing grade for the course ([UCC Performance Cycle](#)).

To assess ESOL standards and competencies at the mastery level, teacher candidates must submit an [ESOL Synthesis and Application Reflection](#) during the final internship. The requirements for this project are presented to teacher candidates during the term that they take TSL 4081 ESOL Issues: Principles and Practices II K-12. The ESOL Synthesis and Application Reflection is required of ELED and ESE majors (those who receive an ESOL Endorsement upon graduation) in the COE to show mastery of the ESOL Standards and Subject Area Competencies that have been taught throughout the program. The research-based paper consists of an introduction, application and synthesis of the standards as they pertain to the future teaching practices of the teacher candidate, and a reflection on goals for ESOL students. The paper is due during the term in which the teacher candidate completes his/her final internship.

The ESOL coordinator assesses this ESOL Capstone project using the UCC Performance Assessment Rubric in LiveText. Teacher candidates who do not demonstrate the minimum level of proficiency at the mastery Level for ESOL standards and competencies are required to work with the ESOL Coordinator for an individualized remediation plan. Remediation could include verbal and/or written communication with the teacher candidate to clearly identify any deficiency, as well as a review of additional resources, and/or completion of additional activities. Teacher candidates who successfully complete the competencies are eligible for program completion.

Prior to summer 2010, the COE utilized a different assessment system to measure progression on the ESOL standards and competencies. All COE course assessments allowed for evaluation of teacher candidate competencies at multiple points throughout the program. Within a course, a teacher candidate was required to obtain a minimum passing score of 75% on all ESOL aligned assessments in order to pass the course. The assignments used for ESOL standards and competencies were assessed by common COE or program-specific rubrics or exams. These assessments were not captured in LiveText prior to this time. Additionally, students were required to maintain an ESOL portfolio in LiveText. The ESOL Coordinator reviewed the ESOL portfolio for teacher candidates in the ELED and ESE

ESOL Matrices

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

ESOL Checkout Report Rubric Data

[2009-2010](#)

[2008-2009](#)

programs and assessed the portfolio for completion using an [ESOL Checkout Rubric](#) in LiveText. For more information, please see the [Report on the COE Assessment System History](#).

Program Level: ESOL Standards and Subject Area Competencies

LiveText Legacy course reports provided aggregate data for all teacher candidates assessed using a particular rubric, which included drill down capability to the teacher candidate level. These reports allowed Course Coordinators to review data by instructors for teacher candidates who were assessed with a given rubric. In the case of ESOL courses, the ESOL Coordinator reviewed the reports for the TSL 3080 and TSL 4081 courses. These data provided a snapshot on overall teacher candidate performance in these courses. During a review of these reports, it was determined that the ESOL Coordinator needed access to more data in regards to teacher candidate progression on all ESOL Standards and Competencies.

As mentioned previously, the COE upgraded to LiveText's C1 version to enable enhanced reporting of UCC standards and indicators at the teacher candidate, program, and unit levels. The LiveText Legacy system had limitations in the types of reports that the COE could run on teacher candidate performance. An individual student performance report was not available using the Legacy version of LiveText. This reporting limitation was met by a requirement that teacher candidates demonstrate the UCC requisite competencies in order to earn a passing grade for the course. Faculty advisors reviewed teacher candidates' college transcripts to ensure that each course was passed. Additionally, the review of the ESOL portfolio by the ESOL Coordinator further ensured that teacher candidates completed all assignments aligned to ESOL standards and competencies. The COE was dissatisfied with the limitations of the Legacy reporting on teacher candidate progression and migrated to the new C1, making some updates to the assessment process during this time as well. For more information on the transition plan for teacher candidates admitted to the COE prior to summer 2010, see the [Report on the COE Assessment System History](#).

The C1 generated [teacher candidate progression report](#) allows both the faculty advisor and ESOL Coordinator to review, track, and monitor student progression toward mastery of ESOL standards and competencies. During the report development phase, sample completers were selected to create progression reports on ESOL standards and competencies. In keeping with the [COE Performance Improvement Cycle](#), these reports are reviewed by faculty along with the ESOL Coordinator for potential areas for improvement at the individual teacher candidate, course and program levels.

Sample Course Reports

[TSL 3080: 2009-2010](#)

[TSL 3080: 2008-2009](#)

[TSL 4081: 2009-2010](#)

[TSL 4081: 2008-2009](#)

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 teacher candidate to progress from

level to level in the program is provided.

Individual Level: Reading Endorsement Competencies:

The process used to monitor teacher candidate progress for the [Reading Competencies](#) (RCs) is the same as that used to monitor FEAPs/PECs, Subject Area Competencies, and ESOL described above. Program UCC matrices represent the assessments aligned to the RCs and indicators. The Reading section of the matrices for Elementary Education with ESOL and Reading (ELEDR) and Exceptional Student Education with ESOL and Reading (ESEDOR) follow the Florida Reading Endorsement Alignment Matrix template provided by Just Read, Florida! The COE master syllabi have assignments aligned to RCs that are listed in their required assessment sections for ELED and ESE programs. Course faculty use electronic rubrics, which are located in LiveText, to assess teacher candidate competencies on Reading and their indicators.

Assignments aligned with Reading competencies are assessed as “met” or “not met” using the [UCC Performance Assessment Rubric](#) for the pre-mastery level for competencies 1-5. Teacher candidates must demonstrate all reading competencies associated with a course to earn a passing grade for that course. If the teacher candidate does not achieve the required level, remediation occurs with the course faculty until the standard is met or the candidate does not receive a passing grade for the course ([UCC Performance Cycle](#)).

The COE ensures that reading competencies 1-5, as identified by the FLDOE, are integrated throughout three reading courses (RED 3309: *Early and Emergent Literacy K-2*, RED 4511: *Intermediate Literacy 3-6: Reading and Thinking*, and RED 4519; *Diagnosis and Intervention in Reading*); a language arts methods course (EDE 4226: *Integrated Language Arts, Children’s Literature, and Social Sciences*), as well as two ESOL courses (TSL 3080; ESOL Issues: Principles and Practices I K-12 and TSL 4081: ESOL Issues: Principles and Practices II K-12).

Teacher candidates receive specific feedback at multiple points throughout their program. This feedback comes from a variety of sources including: course faculty, field experience supervisors, reading supervisors, as well as the cooperating classroom teachers (CCT) in each school/classroom where teacher candidates participate in reading school based experiences. Course faculty teaching RED 3309, RED 4511, RED 4519, EDE 4226, TSL 3080, and TSL 4081 sign-off on a [Critical Reading Tasks Checklist](#). This checklist is structured to show growth of teacher candidates' performance and demand increasingly complex levels of effective literacy instruction and assessment. Reading faculty review these checklists for teacher candidates enrolled in their courses to ensure teacher candidates are performing and applying knowledge of practice in the classroom with students. In addition, instructors in each of the reading endorsement courses may alert faculty advisors if any of their advisees are experiencing academic difficulties. If warranted, a reading [Teacher Assistance Plan](#) is created.

Competency 6 of The Florida Reading Endorsement Alignment Matrix is met during final internship. Final interns are assigned a reading supervisor who is primarily focused on assessing proficiency of Competency 6. The reading supervisor assesses the teacher candidates' competencies using the UCC Performance Rubric.

The final checkpoint for verifying that teacher candidates have met the requisite Reading competencies is performed by the Reading Coordinator, a full-time faculty member with a graduate degree in reading. The Reading Coordinator assesses successful completion of all critical reading tasks for Competencies 1-6 for ELED and ESED candidates by reviewing the teacher candidates' progression reports generated in LiveText. The Reading Coordinator then certifies to the Baccalaureate Specialist office that the teacher candidates are eligible for program completion.

Prior to summer 2010, the COE utilized a different assessment system to measure progression on the reading competencies. All COE course assessments allowed for evaluation of teacher candidate competencies at multiple points throughout the program. Within a course, a teacher candidate was required to obtain a minimum passing score of 75% on all Reading aligned assessments in order to pass the course. The assignments used for Reading standards and competencies were assessed by common COE and program-specific rubrics or exams, but were not assessed in LiveText. Teacher candidates were required to have their faculty members teaching reading courses sign the Checklist, verifying that the requisite competencies in the course were met. The teacher candidates turned in the completed Checklist to the Reading Coordinator who reviewed for accuracy and completeness and signed off that the teacher candidate met all requirements. The review of the [Critical Reading Tasks Checklist](#) by the Reading Coordinator further ensured that teacher candidates completed all assignments aligned to Reading standards and competencies. For more information, please see the [Report on the COE Assessment System History](#).

Program Level: Reading Endorsement Competencies:

LiveText Legacy course reports provided aggregate data for all teacher candidates assessed using a particular rubric, which included drill down capability to the teacher candidate level. These reports allowed Course Coordinators to review data by all instructors for teacher candidates who were assessed with a given rubric. These data provided a snapshot on overall teacher candidate performance in these courses. During a review of these reports, it was determined that the Course Coordinators of reading courses and Reading Coordinator needed access to more data in regards to teacher candidate progression on all Reading Endorsement Competencies.

Sample Course Reports

[RED 3309: 2009-2010](#)

[RED 3309: 2008-2009](#)

[RED 4511: 2009-2010](#)

[RED 4511: 2008-2009](#)

[RED 4519: 2009-2010](#)

[RED 4519: 2008-2009](#)

As mentioned previously, the COE upgraded to LiveText’s C1 version to enable enhanced reporting of UCC standards and indicators at the teacher candidate, program, and unit levels. The LiveText Legacy system had limitations in the types of reports that the COE could run on teacher candidate performance. Course reports provided aggregate data for all students assessed using a particular rubric, which included drill down capability to the student level. However, an individual student Reading performance report was not available using the Legacy version of LiveText. This reporting limitation was met by a requirement that teacher candidates demonstrate the UCC requisite competencies in order to earn a passing grade for the course. Faculty advisors reviewed teacher candidates’ college transcripts to ensure that each course was passed.

The C1 generated [teacher candidate progression report](#) allows both the faculty advisor and Reading Coordinator to review, track, and monitor student progression toward mastery of Reading standards and competencies. During the report development phase, sample completers were selected to create progression reports on Reading standards and competencies. In keeping with the [COE Performance Improvement Cycle](#), these reports will be reviewed by faculty along with the Reading Coordinator for potential areas for improvement at the individual teacher candidate, course and program levels.

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

A formal process is in place to collect data on teacher candidates' passing scores on three subtests of the Florida Teacher Certification Examination (FTCE)

St. Petersburg College collects and tracks teacher candidate performance on the Florida Teacher Certification Exam (FTCE) by entering scores into its data management system (PeopleSoft) and generates both individual and unit reports. Pass rates can be found in Title II reports published annually and reflect 100% pass rates for completers for all programs and years.

The FTCE scores are received by SPC from the testing office or the teacher candidates themselves. A record indicating that teacher candidates have met the FTCE milestone in PeopleSoft used to track teacher candidate progress is then added to the SPC official transcript by Admissions and Records. Each COE program has a suggested course sequence that includes recommended terms to take the various sections of the FTCE. Additionally, faculty advisors assist teacher candidates to meet the schedule of FTCE exams.

Applicants must demonstrate that they have successfully passed the General Knowledge test (GK) of the FTCE prior to being admitted into the COE. The Baccalaureate Specialist office is responsible for reviewing applicants' FTCE reports for the GK and extends an official admission letter to those who meet the requirement.

The Professional Education (ProEd) portion of the FTCE must be passed before internship. This verification process includes a faculty advisor review of the performance of teacher candidates on the ProEd using the PeopleSoft transcript. Using this information, the faculty advisor either verifies that the ProEd requirement has been met on the [Checklist for Internship Application](#) or notes that

FTCE Pass Rates

[Aggregate Results](#)

[Sample Title II Details](#) – secured link – use Guest Pass to login to LiveText

Course sequences

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades Mathematics Education, 5-9](#)

[Middle Grades General Science Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

the ProEd must be completed prior to registration for final internship. Teacher candidates submit the signed checklist from their faculty advisor to the Office of School Partnerships in order to meet the application requirements for final internship.

Teacher candidates must pass the appropriate Subject Area Exam (SAE) prior to program completion. The Baccalaureate Specialist office tracks teacher candidates' scores on the Subject Area Exam (SAE) during internship and then confirms that the SAE has been passed prior to program completion. Faculty advisors receive email notification from the Baccalaureate Specialist office regarding teacher candidates who have not successfully passed the SAE. Teacher candidates who do not pass the SAE do not complete the program.

As part of the final check that all FTCE requirements have been met, SPC's Office of the Registrar verifies the required sections of the FTCE exam have been passed prior to posting a teacher candidate as a program completer.

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.

The College of Education (COE) requires teacher candidates to participate in a variety of experiences developed to enable them to design instruction aligned with formative and summative assessments. During terms leading to the final internship, teacher candidates implement assignments, using real and simulated P-12 student data, to make instructional decisions that can positively impact P-12 student learning gains in the candidates' future teaching experiences. The COE began focusing on measuring teacher candidate impact on P-12 student learning in field experiences during spring 2005. For information on the development and implementation of the Student Learning Inquiry Project (SLIP) see the [COE SLIP Timeline](#).

Teacher candidates are prepared to conduct action research with P-12 students through this SLIP research project. In order to prepare teacher candidates for this culminating project, teacher candidates engage in exercises based on simulated or authentic classroom situations. (See syllabi for [EEX 3241](#), [EDG 3620](#), [EDE 4943](#), [EDE 4942](#), [EVT 4947](#), [EVT 3946](#), [EDG 4343](#), [SCE 4330](#), [MAE 4330](#), [RED 4519](#).)

- Sample preparatory assignments requiring decisions based on data include:
- Running records ([RED 3309](#)),
- Behavior Intervention Plan ([EEX 4604](#)),
- Mock Individualized Education Plan ([EEX 4221](#)),

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- Classroom Academic Plan Analysis ([EDE 4421](#)), where simulated data are used to guide instruction,
- Diagnostic Reading Inventory ([RED 4519](#)),
- Early field experiences where teacher candidates review data and observe what the teacher has done with the data. For example in [EEX 3012](#), teacher candidates review a cumulative folder and staffing folder and then summarize how the data was used in IEP decisions, and
- Pre-SLIP Assignment ([SCE 4330](#) & [EDG 4343](#)).

These types of activities prepare teacher candidates to develop and implement instruction based on student data.

During the final internship, teacher candidates conduct an authentic action research project which gives them the opportunity 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. Teacher candidates develop and implement their SLIP in ongoing consultation with the CCT and the COE supervisor. Throughout the project, teacher candidates collect and present data documenting the academic achievement levels of the P-12 students under their instruction. This culminating action research project requires teacher candidates to assess P–12 student learning by:

- reviewing existing data to discover areas of need;
- selecting a P-12 area of focus, designated students, and at least one intervention approach;
- submitting data review and intervention plan to COE supervisor for approval;
- pre-assessing students for specific baseline data;
- establishing measurable learning objectives based on formative assessment for each designated P–12 student;
- developing plans for instruction based on learning objectives;
- working with the CCT to plan the logistics of the intervention;
- implementing the intervention;
- collecting and assessing P-12 student work samples as observable formative and summative evidence;

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- organizing and reporting the results in learning gains for designated P–12 student(s);
- reflecting on the effectiveness of the instruction;
- planning future instruction based on these results, and;
- reflecting on the utility of action research in improving teaching and learning.

Based on these criteria, the COE supervisor evaluates the project, results, and teacher candidate reflections using a common COE SLIP [rubric for Middle Grades and Secondary programs](#), [rubric for Elementary and Exceptional Student Education programs](#) (with reading endorsement), or [rubric for Elementary and Exceptional Student Education programs](#) (without reading endorsement).

The SLIP project and the process for collecting and analyzing data has undergone enhancements to better prepare teacher candidates to conduct action research. Here is a summary of how SLIP has been modified. ([SLIP Enhancement Timeline](#))

During 2007-2008, based on teacher candidate feedback and faculty assessment, modifications to the SLIP were implemented. These modifications include enhanced scaffolding in coursework for teacher candidates to better prepare them to conduct their own action research during final internship.

During 2008 - 2009, two COE full-time faculty served as “Faculty Champions” on SPC’s SACS Quality Enhancement Plan team. The COE was asked to identify where COE teacher candidates demonstrate critical thinking. The COE SLIP was chosen by faculty as a good indicator of how teacher candidates demonstrate critical thinking applied to teaching and learning. The SLIP was then reviewed by SPC’s Peer Review Team, and a [SACs Culminating Instructional Portfolio](#) was developed and presented to the COE full-time faculty.

As part of the COE Performance Improvement Cycle, the COE faculty reviewed two samples of former teacher candidate SLIPs. (One sample from teacher candidates who completed SLIP without the scaffolded instructions and the other from teacher candidates who received scaffolded instructions.) Results can be found in the SACs Culminating Instructional Portfolio. This comparison also led to the development of more standardized SLIP instructions and training of supervisors. Additionally, in the fall 2009 term, full-time faculty met with final interns and supervisors by program to disseminate these instructions.

Beginning in the spring 2010 term, the SLIP for ELED and ESED teacher candidates obtaining a reading endorsement was slightly modified to focus on action research related to the

SLIP

[Instructions – ELED & ESED](#)

[Instructions – ELED & ESE \(without reading endorsement\)](#)

[Instructions – Secondary](#)

[Sample Project](#)

[Video](#)

[SLIP Report](#)

teaching of reading. For more information on SLIP for teacher candidates obtaining a reading endorsement, see the [RED 4940 syllabus](#).

Program level evaluation and performance improvement data on teacher candidates' impact on P-12 student learning was aggregated for the 2008-2009 and 2009-2010 year by program and for all programs within the COE. This information was disseminated to faculty and supervisors with results analyzed across terms and by programs.

The results of this effort include an analysis of a total of 348 SLIP projects. Approximately 9% (32) of SLIPs did not include student level results and these were not analyzed. The remaining 316 were analyzed to determine the percentage of students that were reported to have made learning gains. Table 3 below displays the percentage of SLIPs in which 50% or more of the students were reported making student learning gains. For additional views of the SLIP reports by teacher candidate gender, ethnicity, and program, please see the [SLIP analysis report](#).

Table 3. Teacher Candidate SLIP Project Results By Graduation Term

	Less than 50% of class making gains	50% or more of class making gains	Not Known*	Total
Fall 2008-09 (0400)	3 3.5%	73 84.9%	10 11.6%	86 100.0%
Spring 2008-09 (0405)	3 3.4%	78 88.6%	7 8.0%	88 100.0%
Fall 2009-10 (0415)	3 3.9%	62 81.6%	11 14.5%	76 100.0%
Spring 2009-10 (0420)	3 3.1%	91 92.9%	4 4.1%	98 100.0%
Total	12 3.4%	304 87.4%	32 9.2%	348 100.0%

Note: Reported results not available by individual student.

As a result of the COE's annual review process, a decision was made following a faculty meeting reviewing SLIP data and processes to enhance the SLIP project even further by updating rubrics, modifying procedures, and improving teacher candidate and supervisor training.

Effective fall 2010, teacher candidates will be assessed more explicitly on their impact on P-12 student learning and reflection on the value of action research. Additionally, data collection procedures will require supervisors assessing SLIP projects to complete a [form](#) capturing information regarding impact on P-12 student learning so that the COE can aggregate data by program and unit.

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.

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

SPC will support and implement remediation for completers who do not demonstrate “essential skills” during their first two years of teaching. The COE has developed a process for supporting completers who may need additional assistance at no expense to the graduate or the employer, per the requirement of the state.

While the COE has had no cases of requested remediation from employers, should a complaint arise, the employer may contact the Dean of the COE verbally, by written communication, or by completion of the [Employer Satisfaction Survey](#). This survey is administered annually in an effort to track the satisfaction of employers that have recently hired COE program completers. Survey items address various aspects of teacher competencies and essential skills.

The remediation process will begin once an employer informs the SPC COE of their dissatisfaction with a completer’s performance. If the Dean of the COE receives a request (either written or verbal) from a school district indicating dissatisfaction with the completer’s competency, the following steps will be implemented:

Statement of Dissatisfaction

Upon receipt of a request, the Dean or designee will respond to the district within one week and send a form entitled [Notice of Dissatisfaction](#) to be completed by the school administrator. The purpose of this form is to provide the COE with uniform and comprehensive information regarding the nature and extent of the specific problems or issues the employing district has expressed regarding the completer. Obtaining a clear statement of the nature and extent of the dissatisfaction will provide due process for the completer and an appropriate remediation response to the district. By collecting these data, the COE is able to compare external evaluation data against internal data on completer performance.

Personal Contact Conference with the Employer

Once the *Notice of Dissatisfaction* is received from the district, the Dean’s Office will contact the employer to discuss the statements on the form and to gather additional information. After consultation with the district, the next step is contacting the SPC program completer.

Personal Contact Conference with the Completer

The program completer will be contacted in writing by the Dean's Office and notified of the dissatisfaction expressed by the employer. The completer will also be asked to provide a written statement in response to the employer's dissatisfaction. The Dean's Office will then schedule a conference with the completer to review all available information.

Implementation of the Remediation Plan

When preliminary statements from both the employer and completer have been received, they will be reviewed by a committee comprised of COE faculty and administrators. The Dean will designate a liaison to initiate conversations with both parties, starting with the employer. The role of the liaison is to bring consensus between the parties involved regarding ideas for remediation.

Within 30-days from the time the committee is convened, the COE requests final evidence from the employing school district that supports their allegations, gathers additional statements from the completer, and conducts any final interviews with employer(s), completers, advisors, or other relevant persons. After all meetings are held, reviews of statements have been completed, and it is determined that the issue of dissatisfaction falls under one of the five categories stated in [f.s. 1004.04\(5\)e](#), the liaison coordinates a remediation plan with both the district and the completer. This plan will be developed and recorded on the [Teacher Assistance Plan](#).

The liaison will monitor the plan, finalizing the process with both the district and the completer. This includes written confirmation from the employing district that the COE provided a viable remediation plan and whether or not the completer's performance in the area of remediation improved. The liaison will conclude the process by preparing a written summary, with documentation, for the Dean, district, and completer.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

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.

The College of Education (COE) is responsive to the needs of the state and local districts after seeking input and details about their needs such as critical shortage areas and population shifts. The COE uses a variety of methods to keep informed of evolving needs of local districts, including working with an Advisory Board and through ongoing contact with local districts by the Office of School Partnerships (OSP).

The [COE's Advisory Board members](#) consist of top-level administrators from four local school districts (Hernando, Hillsborough, Pasco, and Pinellas), other community representatives, and representatives from St. Petersburg College. These individuals serve as information resources and meet formally twice a year to make recommendations about how the college can best serve the needs of the districts. The Advisory Board contributes to program development and continuous improvement of curriculum for all programs.

Advisory Board meetings often discuss topics concerning needs common to all districts, for example, Response to Intervention (RtI). The Advisory Board makes curriculum recommendations which are captured in meeting minutes that are then distributed to faculty and posted to the Student Commons (an electronic forum accessible by all teacher candidates, faculty, and staff) by the Advisory Board secretary. The Dean discusses Advisory Board recommendations with faculty for further action as needed.

The Office of School Partnership is in ongoing contact with local school districts including district supervisors and school principals to share COE updates and to collect district feedback, and information about needs and concerns within the districts. These findings are then shared with the Dean, administration, and faculty via emails and presentations at faculty meetings by the OSP. The OSP representatives attend all COE Advisory Board meetings and present agenda

Advisory Board Meeting Minutes/Agendas

[Spring 2010](#)

[Fall 2009](#)

[Spring 2009](#)

[Fall 2008](#)

[Spring 2008](#)

[Fall 2007](#)

items and address questions from district personnel. Districts also share their needs specific to field experiences. For example, in October 2008, the OSP collected interactive survey data from the Board regarding the structure of the practicum. These results were shared with the Advisory Board, resulting in discussion. The [results of this survey](#) and the ensuing discussion were then shared with the appropriate faculty and staff who used the information to improve the process as detailed in the [Practicum Handbook](#).

The COE Dean and Director of the National Center of Teacher Transformation (NCTT), who also serves as an administrator for the COE, attend the Florida Association of Colleges for Teacher Education (FACTE) meetings twice a year, to stay apprised of impending state needs and to meet with legislators. Summaries of these meetings are then shared with COE administrators and faculty electronically or during faculty meetings. In addition, the Dean and NCTT Director, along with the OSP, meet individually with local school district administrators to address needs and concerns and how the COE can partner with the districts to address these needs and concerns.

Other ways that the COE keeps current and is responsive to the needs of state and local districts include [faculty participation](#) on school district advisory boards, state program discipline committees, and state professional conferences. Information gained from these activities is shared electronically and in meetings among program and COE faculty in order to make informed decisions regarding curriculum and policy. For example, when Response to Intervention was initially being discussed at such places as the state reading conferences, state Council of Exceptional Children conferences, etc., COE faculty brought back this information which resulted in curriculum changes for ESE and all other COE programs. A change in a core course, EEX 3012, impacted all certification programs through the addition of a new [teaching module on RtI](#). Additionally, a behavioral management course, EEX 4604 (already part of the ESE curriculum), was added in fall 2008 to the Elementary Education, Middle Grades Mathematics Education, and Middle Grades General Science Education programs, in order to support general educators' RtI skills. Another example of changes based on faculty professional development is that in the spring 2010 term, the COE expanded the Technology Education curriculum to include more engineering concepts in response to information gained from changes that occurred within the International Technology and Engineering Educators Association.

To further understand the specific needs of local districts, full-time faculty complete a minimum of eighteen hours each year visiting local schools ([recency experience](#)), teaching lessons, and interviewing teachers and principals. Information gained through these visits is helpful in determining necessary curricular needs and changes. District employment needs are discussed, particularly when they are related to school closings/openings. Trends identified by faculty are then discussed within COE teaching groups which may result in curriculum changes. An example of this would be the shift to "magnet schools within a school" at the secondary level with increased [interdisciplinary curricula](#). Therefore, the COE secondary programs increased instruction in this area with teacher candidates.

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Finally, the COE participates in legislative delegation meetings in Tallahassee with other St. Petersburg College (SPC) leaders to stay abreast of legislative trends that impact education. The Dean and the Baccalaureate Program Office monitor the state’s Critical Teacher Shortage Areas and have initiated programs based on those critical areas: ESE, ESOL, Technology Education, Business Technology Education, Science (secondary and middle grades), and Mathematics (secondary and middle grades). New programs were created in response to a state or local need as indicated in Table 4.

Table 4. Critical Shortage Areas and Responsiveness of SPC.

COE Programs	Program Start Date	Aligned Critical Shortage Areas, per DOE	Added to Critical Shortage List
Elementary Education with ESOL (K-6)	2002-2003	ESOL	1993-1994
Exceptional Student Education with ESOL (K-12)	2002-2003	Exceptional Student Education, ESOL	1993-1994
Secondary Biology Education (6-12)	2002-2003	Secondary Science	2000-2001
Secondary Math Education (6-12)	2002-2003	Secondary Math	2000-2001
Business Technology Education (6-12)*	2004-2005	N/A	-----
Technology Education (6-12) *	2004-2005	Technology Education/Industrial Arts	1996-1997
Middle Grades General Science Education (5-9)	2007-2008	Middle School Math	2000-2001
Middle Grades Math Education (5-9)	2007-2008	Middle School Science	2000-2001
Reading Endorsement for Elementary (K-6) and Exceptional Student Education (K-12)	2008-2009	Reading	2002-2003

** These programs were transferred from the University of South Florida and at that time were the only programs in the state.*

Table 5 documents that the Pinellas County School District hires the greatest number of SPC completers. The number of COE undergraduate completers hired by Pinellas County School District has steadily increased from 9% in fall 2006 to 22% in fall 2008. This increase in the

Summary Report for Continuing Program Approval Standards

proportion of COE hires is reflective of the COE’s ability to prepare successful completers that meet the needs of our primary local district.

Table 5. Comparison of Newly Hired Classroom Teachers and SPC Completers Hired by District.

	Total New Instructional Hires July 1 – Oct. 1, 2006	2005-06 UGRAD completers hired during 2006-07*	% of new hires from SPC	Total New Instructional Hires July 1 – Oct. 1, 2007	2006-07 UGRAD completers hired during 2007-08	% of new hires from SPC	Total New Instructional Hires July 1 – Oct. 1, 2009	2007-08 UGRAD completers hired during 2008-09	% of new hires from SPC
Pinellas	840	75	9%	646	79	12%	420	93	22%
Pasco	576	26	5%	608	39	6%	436	27	6%
Hernando	286	8	3%	251	5	2%	130	3	2%
Hillsborough	1,681	6	0.4%	1,415	10	1%	1,143	9	1%

Fall hire data taken from the FLDOE report, *New Hires in Florida Public Schools, Fall 1999 through Fall 2008, Table 6*, published March 2009.

<http://www.fldoe.org/evaluation/teachdata.asp>

**Number hired does not include placements in districts outside of SPC's service area.*

One component used to ascertain the needs of the local districts within SPC’s service area is total enrollment trends (see Table 6) and trends for various populations, including minority, free/reduced lunch, LEP/ELL, IEP, as well as overall enrollment (see Tables 7 through 9). In reviewing the past five years of data, notable trends in overall enrollment include the decline in the number of students enrolled in SPC’s two largest local school districts, Pinellas and Hillsborough. Pinellas experienced the largest decline of -6% enrollment from fall 2005 to fall 2009. Based on these trends, the COE has provided teacher candidates with practicum placements in a variety of districts in order to broaden employment opportunities for completers and to provide districts with additional opportunities to preview potential applicants.

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Table 6. Five-Year Comparison of P-12 Enrollment, Fall 2005 to Fall 2009.

DISTRICT	P-12 Student Enrollment					NET CHANGE, FALL 2005 TO FALL 2009	
	FALL 2005	FALL 2006	FALL 2007	FALL 2008	FALL 2009*	NUMBER	PERCENT
PINELLAS	112,127	109,880	107,882	106,046	105,176	-6,951	-6.20%
PASCO	62,768	64,688	66,314	66,778	67,143	4,375	6.97%
HERNANDO	21,707	22,447	22,840	22,721	22,893	1,186	5.46%
HILLSBOROUGH	193,669	193,480	193,062	191,965	193,239	-430	-0.22%
STATE TOTALS	2,668,337	2,662,701	2,652,684	2,628,754	2,634,382	-33,955	-1.27%

* Survey 2 Data, October 12-16, 2009, as of November 26, 2009

** State totals do not include counts for the Florida Virtual School (District 71) because students enrolled in that district may be dually enrolled in other districts.

As can be seen in Table 7, all four school districts in SPC’s service area experienced an increase in minority K-12 student populations between 2002-2003 and 2007-2008. Hillsborough, which is one of 21 Florida school districts with minority enrollment above 50% (59% minority enrollment as of fall 2009), had an increase of 15% during this time while SPC’s two smallest local districts (Pasco and Hernando counties) had significant increases of 81% and 55%, respectively. Based on these trends, the COE worked with SPC’s marketing department and the Florida Fund for Minority Teachers (FFMT) to recruit a more diverse student body. Additionally, the COE supports minority teacher candidates’ attendance at an annual pre-service teacher institute sponsored by NASA, designed to provide mentoring and teacher skill-building in the areas of math and science. This support includes professional preparation, loaned technology (laptops, video cameras, etc.), as well as enhanced [academic instruction in math and science](#).

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Table 7. Changes in Minority (Non-White) P-12 Student Population: 2002-03 through 2007-08.

DISTRICT	Minority P-12 Enrollment						NET CHANGE, 2002-03 to 2007-08	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	NUMBER	PERCENT
PINELLAS	32,913	33,927	34,482	35,468	34,801	35,109	2,196	6.67%
PASCO	7,796	8,844	10,124	11,388	12,733	14,147	6,351	81.46%
HERNANDO	2,965	3,236	3,572	3,944	4,318	4,599	1,634	55.11%
HILLSBOROUGH	88,180	92,986	98,822	103,659	100,702	101,770	13,590	15.41%
STATE TOTALS	1,216,663	1,260,902	1,305,927	1,347,018	1,333,741	1,346,677	130,014	10.69%

National Center for Education Statistics Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey", 2002-03 v.1a, 2003-04 v.1a, 2004-05 v.1b, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Table 8 highlights the trends in Exceptional Student Education district programs between 2002-2003 and 2007-2008. The number of P-12 students enrolled with an IEP has increased in three of the four local SPC districts over the past six years (Pasco, Hernando, and Hillsborough), with Hernando seeing the largest increase. To address the increasing needs of students receiving ESE services, the COE requires all teacher candidates to take [EEX 3012, Nature and Needs of Exceptional Students](#) (see course sequences for all programs) and to incorporate ESE modifications into every lesson plan completed in COE coursework and field placements (see [Danielson Lesson Plan Template](#)).

Course Sequences

[Biology Education, 6-12](#)

[Business Technology Education, 6-12](#)

[Elementary Education, K-6 with ESOL Endorsement](#)

[Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement](#)

[Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)

[Middle Grades General Science Education, 5-9](#)

[Middle Grades Mathematics Education, 5-9](#)

[Mathematics Education, 6-12](#)

[Technology Education, 6-12](#)

Summary Report for Continuing Program Approval Standards

Table 8. Changes in PK-12 Student Enrollment in Special Programs: 2002-03 through 2007-08.

DISTRICT	INDIVID. EDUC. PROGRAM						NET CHANGE, 2002-03 to 2007-08	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	NUMBER	PERCENT
PINELLAS	20,290	20,092	19,381	18,531	17,484	16,840	-3,450	-17.00%
PASCO	10,639	11,082	11,361	11,531	11,445	11,240	601	5.65%
HERNANDO	3,204	3,441	3,461	3,492	3,556	3,508	304	9.49%
HILLSBOROUGH	27,127	28,458	29,063	29,547	29,505	28,658	1,531	5.64%
STATE TOTALS	389,632	400,719	402,665	398,226	396,931	389,729	97	0.02%

National Center for Education Statistics

Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" , 2002-03 v.1a, 2003-04 v.1a, 2004-05 v.1b, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Common Core of Data (CCD), "Local Education Agency Universe Survey" , 2002-03 v.1a, 2003-04 v.1b, 2004-05 v.1c, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Table 9 highlights the trend in free and reduced lunch between 2002-2003 and 2007-2008. The number of P-12 students who receive free and reduced lunch has increased in three of the four local SPC districts over the past six years (Pasco, Hernando, and Hillsborough), with Hernando seeing the largest increase. Pinellas experienced a slight decline in the number of students who receive these services. To address the increasing trends in free and reduced lunch, the COE places teacher candidates in diverse field experiences to ensure that at least one placement is in a Title I or high need school, when available. Surrounding districts are constantly searching for effective teachers to work in high needs schools. The increased exposure to high need schools better prepares teacher candidates to fulfill the employment needs of surrounding districts.

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Table 9. Changes in PK-12 Student Enrollment in Special Programs: 2002-03 through 2007-08.

DISTRICT	FREE AND REDUCED LUNCH						NET CHANGE, 2002-03 to 2007-08	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	NUMBER	PERCENT
PINELLAS	44,056	45,413	49,139	45,256	44,483	44,010	-46	-0.10%
PASCO	25,385	27,402	28,804	27,283	27,545	27,712	2,327	9.17%
HERNANDO	8,185	8,966	9,702	9,490	9,708	10,249	2,064	25.22%
HILLSBOROUGH	85,791	90,586	98,508	95,725	94,265	92,509	6,718	7.83%
STATE TOTALS	1,148,685	1,189,681	1,249,976	1,224,228	1,207,511	1,215,459	66,774	5.81%

National Center for Education Statistics

Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" , 2002-03 v.1a, 2003-04 v.1a, 2004-05 v.1b, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Common Core of Data (CCD), "Local Education Agency Universe Survey" , 2002-03 v.1a, 2003-04 v.1b, 2004-05 v.1c, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Table 10 highlights the trends in LEP/ELL numbers between 2002-2003 and 2007-2008. All four of SPC’s local school districts experienced increases of 25% or higher in the number of enrolled Limited English Proficient/English Language Learner students. Despite a decline in overall enrollment, Pinellas and Hillsborough Counties increased their ELL enrollment by 31% and 25%, respectively, between 2002-2003 and 2007-2008. During this same time period, Pasco and Hernando both experienced significant increases in this population of 70% and 160%, respectively. The COE response to the increasing ELL population was to create ELED and ESE programs that lead to ESOL endorsement from the inception of the COE. Additionally, the COE embeds ELL accommodations into every [lesson plan](#) and [classroom management plan](#), and ensures that teacher candidates in all programs have field experiences with ELLs through required ESOL school-based hours.

Summary Report for Continuing Program Approval Standards

Table 10. Changes in PK-12 Student Enrollment in Special Programs: 2002-03 through 2007-08.

DISTRICT	LEP/ELL						NET CHANGE, 2002-03 to 2007-08	
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	NUMBER	PERCENT
PINELLAS	2,871	3,094	3,204	3,347	3,586	3,752	881	30.69%
PASCO	1,674	1,650	1,745	1,888	2,364	2,846	1,172	70.01%
HERNANDO	238	292	345	347	522	619	381	160.08%
HILLSBOROUGH	18,002	18,928	19,686	20,521	23,001	22,553	4,551	25.28%
STATE TOTALS	203,712	196,037	214,562	221,705	234,614	231,403	27,691	13.59%

National Center for Education Statistics

Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey" , 2002-03 v.1a, 2003-04 v.1a, 2004-05 v.1b, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

Common Core of Data (CCD), "Local Education Agency Universe Survey" , 2002-03 v.1a, 2003-04 v.1b, 2004-05 v.1c, 2005-06 v.1a, 2006-07 v.1c, 2007-08 v.1a

In response to local district demographic changes outlined in the figures above, COE programs prepare teacher candidates to meet the challenges of the districts in which they will be employed. COE programs infuse ESOL, ESE, and literacy strategies (see program specific UCC matrices) as teacher candidates are required to plan and deliver differentiated instruction to meet the needs of P-12 students in local districts. Teacher candidates are placed in a variety of field experiences, including high needs schools, throughout their program. This prepares them to work with the growing high needs populations in the surrounding districts.

Overall UCC Matrices

- [Biology Education, 6-12](#)
- [Business Technology Education Technology, 6-12](#)
- [Elementary Education, K-6 with ESOL Endorsement](#)
- [Elementary Education, K-6 with ESOL Endorsement and Reading Endorsement](#)
- [Exceptional Student Education, K-12 with ESOL Endorsement](#)
- [Exceptional Student Education, K-12 with ESOL Endorsement and Reading Endorsement](#)
- [Middle Grades General Science Education , 5-9](#)
- [Middle Grades Mathematics Education, 5-9](#)
- [Mathematics Education, 6-12](#)
- [Technology Education, 6-12](#)

3.1.B. Ombudsperson is identified

Identification of certification ombudsperson must be provided.

A representative from Admissions and Records at St. Petersburg College (SPC) is the College of Education (COE) Certification Ombudsperson. The Certification Ombudsperson ensures that each teacher candidate has completed all required coursework, completed all UCC coursework as confirmed by the faculty advisor, passed all sections of the Florida Teachers Certification Examination (FTCE), and met all other SPC graduation and teacher certification requirements. The Certification Ombudsperson assures that all official transcripts list appropriate certification and endorsement areas.

The current Ombudsperson is Maria Drew (727) 341-3121 or drew.maria@spcollege.edu

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.

Employers of COE program completers are administered a [survey](#) each year which incorporates general SPC follow up questions and additional COE program specific questions. The College of Education's (COE) Assessment Coordinator works with SPC's Director of Academic Effectiveness to administer the program completer employer satisfaction survey. Surveys are administered to employers utilizing employment data for completers provided by the Bureau of Educator Recruitment, Development, and Retention in the Department of Education. Employer surveys are sent to district employers within the first year of a teacher candidate's graduation. Following the initial survey period, employers who have not yet responded are sent a reminder requesting participation, and another survey.

Summary Report for Continuing Program Approval Standards

Table 11. Satisfaction of Employers by Year.

Completion Year	# of Program Completers	# of Employers Responding to Employer Satisfaction Survey	# of Employers Satisfied with Program Completers' Performance**	% of Employers Satisfied with Program Completers' Performance
2003-2004*	48	5	5	100%
2004-2005	99	Not Available		
2005-2006	145	57	51	88%
2006-2007	164	66	62	95%
2007-2008	179	72	65	90%

*For 2003-04, SPC did not receive employment data when this survey was administered. In order to increase response rate for the employment survey, we administered another survey of these employers using the employment data provided by the State.

Employer satisfaction data is also available [by program](#).

Table 12. Hire rates for completers during the first year after program completion.

Completion Year	# of Undergraduate Completers	# Hired during first year after completion	% Hired during first year after completion
2003-2004	48	35	73%
2004-2005	99	87	88%
2005-2006	145	119	82%
2006-2007	164	136	83%
2007-2008	179	133	74%
2008-2009	184	129	70%

Information on first year hire rates is also available [by program](#).

Summary Report for Continuing Program Approval Standards

Table 13. Length of Stay in Classrooms.

Completion Year	# of Undergraduate Completers	# Employed during first year only	# Employed for two years only	# Employed for three years only
2003-2004	48	35	35	34
2004-2005	99	87	77	76
2005-2006	145	119	114	08-09 hire Data not yet available
2006-2007	164	136	08-09 hire Data not yet available	09-10 hire Data not yet available
2007-2008	179	133	09-10 hire Data not yet available	10-11 hire Data not yet available
2008-2009	184	129	10-11 hire Data not yet available	11-12 hire Data not yet available

Information on length of stay in classrooms is also available by program for [2004-2005](#), [2005-2006](#), and [2006-2007](#) program completers.

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.

The College of Education (COE) administers a completer satisfaction survey, entitled [Recent Alumni Survey](#), to program completers from the previous year. St. Petersburg College makes a concerted effort to obtain completed surveys from all program completers.

The Recent Alumni Survey was designed to gain insight into alumni perceptions of the quality of their education and career preparation, as well as to determine the current activities of completers such as employment information and educational status. While the survey is administered after a program completer graduates from the College, completers are alerted to the forthcoming Recent Alumni Survey prior to graduation. Program administrators discuss the importance of the response information to the institution, and students are also provided flyers within their diploma packets. Before sending the first online survey invitation, staff verify that they have the most recent contact information available by consulting with student records database, personnel, and program administrators.

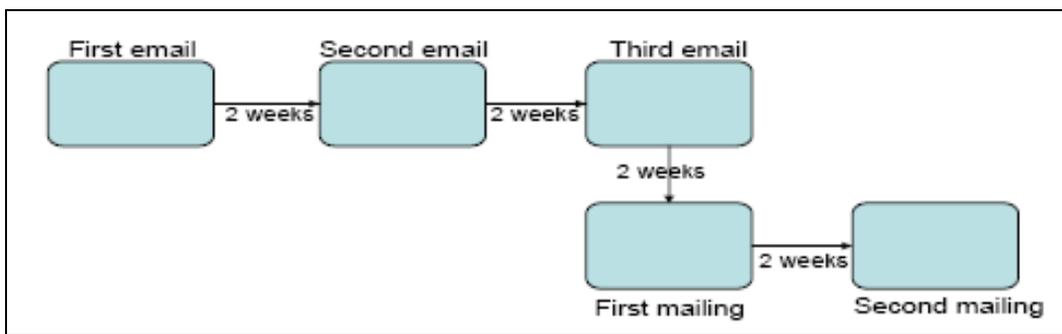
The Recent Alumni Survey is conducted annually for program completers using SPC's follow up survey process. This process was recognized by the Florida Association of Community Colleges (FACC) Institutional Effectiveness Commission as an exemplary practice. The process was also recognized as a [best paper](#) by the Florida Association of Institutional Research (FAIR). Completers are first contacted by email and asked to complete an online survey. Those who do not respond are sent a second and third email reminder in two-week increments. Completers who do not respond to any of the three emails are followed up with a paper survey sent in the U.S. mail, and two weeks later those who have not responded are sent a second reminder. This allows for multiple points of contact which can positively impact survey response rates (Dillman, 2007).

As part of the COE's annual review process, a review of the Recent Alumni Survey administration timeline was conducted by COE faculty and administrators. Using the [COE Performance Improvement Cycle](#), issues were identified with the timing of survey administration. A specific concern was an insufficient amount of time between graduation and completers' time in the field prior to completing the survey.

This discussion prompted an inquiry into current processes. It was discovered that two of the three graduating cohorts would experience at least one year in the field prior to being surveyed if all completers were surveyed once per year, at the same time (as are employers). A decision was made to conduct this survey once a year, each November.

Results from this annual survey will now be presented to Accreditation Faculty in late spring for preliminary analysis and discussion. Synthesized results will then be presented to the full faculty at a summer faculty meeting.

Figure 12. Recent Alumni Survey Contact Cycle.



The COE's Assessment Coordinator works closely with the Director of Academic Effectiveness and Assessment (AEA) to administer the survey, analyze the collected data, and report the results. The COE is provided summaries of the survey data by program from the AEA for the purpose of continuous program improvement.

While all completers have been surveyed on SPC level items post-graduation since 2003-2004, program-specific questions for baccalaureate programs were added to the [Recent Alumni Survey](#) during the 2007-2008 academic year. Therefore, the 2006-2007 completers were the first cohort to be surveyed on items such as FEAPs, ESOL and perception of effectiveness on P-12 student learning gains. Since the inception of the COE Recent Alumni Survey, all completers have been sent surveys with an overall response rate of 29%.

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Table 14. Response Rates for COE Recent Alumni Survey – Undergraduates.

Completer Year:	Number of Completers	Number of surveys sent	Number of surveys returned	Response Rate
2003-2004	49	49	28	57%
2004-2005	99	95	36	38%
2005-2006	145	145	30	20%
2006-2007	164	164	35	21%
2007-2008	179	179	52	29%
2008-2009	184	184	57	31%
Total since inception of COE Recent Alumni Survey	820	816	238	29%

Response rate information is also available [by program](#).

Summary Report for Continuing Program Approval Standards

The key measures listed below gauge completers' likelihood to recommend their SPC teacher preparation program, their perception of the effectiveness of their program, and their perception of their own effectiveness in positively impacting K-12 student learning gains.

Question 22. Would you recommend your program at SPC to others?

Question 66. Overall, how would you rate the effectiveness of SPC's teacher preparation program?

Question 67. How effective are you in positively impacting K-12 student learning gains?

Table 15. Results of Key Measures across Completer Years.

Completer Year:	Q22. Recommend Program		Q66. Effectiveness of Program			Q67. Effectiveness of impact on student learning gains		
	Number of respondents	WOULD recommend	Number of respondents	“Very Effective”	“Very Effective” and “Effective”	Number of respondents	“Very Effective”	“Very Effective” and “Effective”
2003-2004	n=20	100% (n=20)	-----	-----	-----	-----	-----	-----
2004-2005	n=35	97% (n=35)	-----	-----	-----	-----	-----	-----
2005-2006	n=29	100% (n=29)	-----	-----	-----	-----	-----	-----
2006-2007	n=10	100% (n=10)	n=34	56% (n=19)	97% (n=33)	n=34	47% (n=16)	97% (n=33)
2007-2008	n=23	96% (n=22)	n=52	46% (n=24)	98% (n=51)	n=52	48% (n=25)	100% (n=52)
2008-2009	n=22	91% (n=20)	n=55	65% (n=36)	100% (n=55)	n=53	60% (n=32)	98% (n=52)

**Program-specific questions were added as of the 2006-2007 alumni survey.*

Questions 49-60: The following questions relate to your College of Education preparation. Please evaluate the effectiveness of your program major in preparing you to enter the classroom as a highly effective teacher at the pre-professional level.

Results on these key measures are also available [by program](#).

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Table 16. FEAPs Preparation Ratings for Recent College of Education, B.S. Program Completers.

<i>FEAPs Preparation</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>
<i>(1=Ineffective/2=Not Very Effective/ 3=Effective/4=Very Effective)</i>	<i>Completers</i>	<i>Completers</i>	<i>Completers</i>
	<i>Mean (n=34)</i>	<i>Mean (n=51)</i>	<i>Mean (n=55)</i>
FEAP 1 - Assessment	3.3	3.4	3.5
FEAP 2 - Communication	3.5	3.5	3.6
FEAP 3 - Continuous Improvement	3.6	3.5*	3.6
FEAP 4 - Critical Thinking	3.6	3.5	3.6
FEAP 5 – Diversity	3.6	3.6*	3.7
FEAP 6 - Teacher Ethics	3.7	3.6	3.7
FEAP 7 - Human Development and Learning	3.6	3.4	3.6
FEAP 8 - Knowledge of Subject Matter	3.3	3.5	3.5
FEAP 9 - Learning Environments	3.4	3.5	3.7
FEAP 10 - Planning and Instruction	3.4	3.3	3.5
FEAP 11 - Professional Role	3.6	3.5	3.7
FEAP 12 - Knowledge of Technology	3.3	3.3	3.5

* n=50

Questions 61-65: Please evaluate the effectiveness of the ESOL preparation you received from the College of Education.

Table 17. ESOL Preparation Ratings for Recent College of Education, B.S. Program Completers.

<i>English for Speakers of Other Languages (ESOL)</i> <i>(1=Ineffective/2=Not Very Effective/3=Effective/4=Very Effective)</i>	<i>2006-2007</i> <i>Completers</i>	<i>2007-2008</i> <i>Completers</i>	<i>2008-2009</i> <i>Completers</i>
	<i>Mean</i> <i>(n=34)</i>	<i>Mean</i> <i>(n=52)</i>	<i>Mean</i> <i>(n=55)</i>
Applied Linguistics	3.4	3.3*	3.4
Cross Cultural Communication and Understanding	3.6	3.4*	3.6
ESOL Methods	3.5	3.4	3.5
ESOL Assessment	3.3	3.3**	3.4
ESOL Curriculum and Materials	3.4	3.3	3.6

*n=51

**n=50

Overall, COE completers are satisfied with their program of education at SPC, as 78% of alumni report that they would recommend their program at SPC to others (Question 22; 2003-04 through 2007-08 alumni survey results). As part of the COE Performance Cycle, these surveys will continue to be reviewed for opportunities for continuous improvement.

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

The College of Education (COE) at St. Petersburg College (SPC) is committed to fulfilling its mission of producing “*effective, reflective, and caring teachers*” and complying with the state mandate to produce highly qualified teachers. A portion of that effort entails preparing teacher candidates to make instructional decisions that positively impact P-12 student learning, based on student achievement and other data, while they are still in our program as well as after they enter the teaching profession.

The COE has developed and begun the implementation of a five year plan to assess candidates’ demonstration of impact on P-12 student learning based on data during the first year of teaching. This plan includes the analysis of FCAT data received by the FLDOE, the partnership with our local districts who are developing definitions of effective teaching, ways to measure student impact, and the review and collection of various student achievement data from different sources identified in the following plan.

Year 1 (2009-2010) The first phase of the COE’s plan to address this standard involved the review and evaluation of FCAT data received by the FLDOE. The COE utilized student achievement data from 2006-2007 completers during their first year of teaching, 2007-2008 and achievement data from 2007-2008 during their first year of teaching in 2008-2009. The data file included P-12 student FCAT results, aggregated by COE completer, for those teaching math and reading in grades four through ten. Based on the FCAT data analysis and faculty discussions about how to measure student impact, the COE Accreditation Faculty and Administrative Team developed a detailed plan to assess candidates’ demonstration of impact on P-12 student learning. The plan described below is the outcome of the COE’s work to meet this standard.

Year 2 (2010-2011) With a strong commitment to developing synergy with local districts, the COE will begin working with Hillsborough County to define impact on P-12 student learning and to develop measures that will allow the collection of data. Additionally, the COE will modify its [Employer Survey](#) to include questions asking principals for their impression, based on their district’s definition of impact on student learning, for SPC completers’ first year of teaching. The COE will also modify its [Alumni Survey](#) to collect data from recent completers regarding level of preparation for impacting student learning gains. The COE will continue the process followed in year one regarding the review of FCAT data.

Year 3 (2011-2012) This year will begin with the analysis of the Employer Survey and Alumni Survey data, which will likely impact subsequent questions to be added or modified on the two surveys. During the spring 2012 term, FCAT data (or other state-provided student achievement data) should be received from the FLDOE and will be reviewed by the COE Accreditation Faculty and Administrative team and then presented for faculty discussion at a faculty meeting

during summer 2012. Additionally, data from the first year of partnering with Hillsborough County will be available. This data, as well as the process for working with districts on student learning impact, will serve as the template for collaborating with a second district.

Year 4 (2012-2013) Data from the Employer Survey, Alumni Survey and FCAT reports will be reviewed along with data from both Hillsborough and the COE's second district. These data will be used to create the COE's Formal Report on Measuring Candidate's Impact on P-12 Student Learning to be compiled by the COE Accreditation Faculty and Administrative team.

Year 5 (2013-2014) Full implementation of the COE's plan will occur during year five, culminating with the remaining local districts.

Results from Year 1 (2009-2010)

To begin the assessment of the impact on P-12 student learning for first-year completers, FCAT data from the classrooms of 2006-07 and 2007-08 completers was analyzed. Based on the specific degree received by the completers and/or the nature of the teaching assignment that a completer receives at a public school, not all completers were teaching in classrooms where the FCAT was administered. Therefore, only a subset of completers can be evaluated using the state-provided FCAT data. For the 2007-08 provided dataset, there are 51 teacher/subject combinations across three programs and for 2008-09 there are 34 teacher/subject combinations across four programs. While the total number of teacher/subject combinations was small in some programs, the overall trend for the college was positive across the two years. Table 18 displays the number of teachers identified with 50% or higher student learning gains for the 2007-08 and 2008-09 FCAT results by program.

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Table 18. Teachers Identified With 50% or Higher Learning Gains.

Program	Level - Subject Taught	2007-2008 FCAT 2006-2007 Completer Year		2008-2009 FCAT 2007-2008 Completer Year	
		Total Teachers/ Subjects	Percentage with 50% or Higher Learning Gains	Total Teachers/ Subjects	Percentage with 50% or Higher Learning Gains
Mathematics Education (6-12)	High Math	4	100.0%	2	100.0%
	Middle Math	3	100.0%	2	100.0%
	287 Total	7	100.0%	4	100.0%
Biology Education (6-12)	Middle Math	---	---	1	100.0%
	Middle Reading	---	---	1	100.0%
	288 Total	---	---	2	100.0%
Exceptional Student Education/ESOL (K-12)	Elementary Math	4	25.0%	4	50.0%
	Elementary Reading	5	60.0%	5	100.0%
	High Reading	1	100.0%	1	0.0%
	Middle Math	1	100.0%	2	50.0%
	Middle Reading	2	100.0%	5	80.0%
430 Total	12	58.3%	17	70.6%	
Elementary Education/ESOL (K-6)	Elementary Math	23	73.9%	16	87.5%
	Elementary Reading	28	82.1%	18	100.0%
	444 Total	51	78.4%	34	94.1%
Grand Total		70	77.1%	57	87.7%

Source: FLDOE provided FCAT results datasets: St Pete 2006-2007 Completers 2007-08 FCAT and St Pete 2007-2008 Completers 2008-09 FCAT

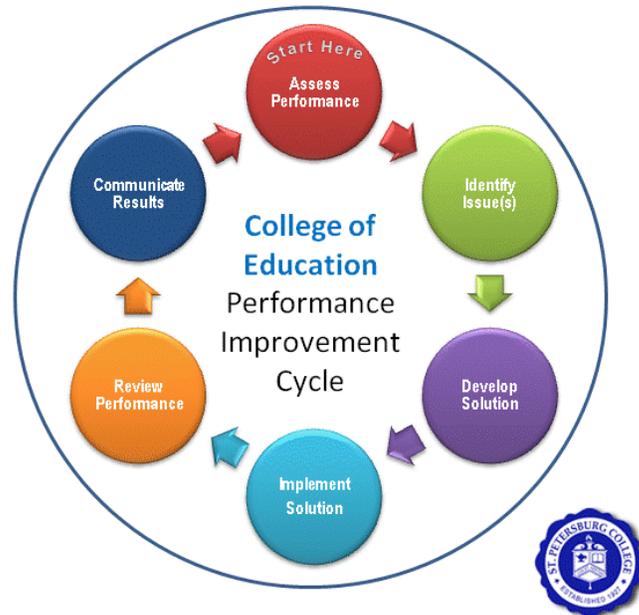
3.5.A. Documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, how weaknesses were addressed and how changes were implemented.

- 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.**

Overview of the Evaluation Process:

The College of Education (COE) utilizes an ongoing, annual evaluation process that focuses on three significant levels within the teacher education programs at St. Petersburg College (SPC): teacher candidate, program, and unit. In 2009-2010, the COE developed the *Performance Improvement Cycle* (Figure 13) which provides an enhanced structure to the evaluation process and includes six phases including: Assess Performance, Identify Issues, Develop Solutions, Implement Solutions, Review Performance, and Communicate Results. This cycle helps to further ensure that teacher candidates have acquired requisite knowledge, skills and dispositions at the pre-professional level, as defined by the FLDOE (Florida Department of Education), and that the COE has demonstrated the capacity for quality and continuous improvement at the program and unit levels.

Figure 13. College of Education Performance Improvement Cycle.



The College of Education Performance Improvement Cycle helps to ensure that the COE makes data driven decisions by defining assessment as the first step towards improving COE procedures, curriculum, or processes. The data that are assessed can be qualitative, quantitative or both. It may be focused specifically on a curricular element, teacher candidate performance, or communication processes, but the focus is on collecting data so that issues may be identified. In other models, issues identification may come first and then solutions are developed, but the COE strives to focus on data at the start of the performance review cycle. Once issues are identified, solutions are proposed and implemented by faculty and/or the COE Administrative Team. Data are then collected, analyzed and evaluated as part of the Review Performance step. Finally, data are communicated to key stakeholders. For an example of the COE’s implementation of the Performance Improvement Cycle, please see the [COE’s Student Learning Inquiry Project timeline](#).

The COE’s annual review process produces a summative report. As part of the Performance Improvement Cycle, the COE utilizes a [series of questions](#) to guide and encourage administrators and faculty to review current data, practices, and processes. These questions and the ensuing discussions result in an annual report which allows the COE an opportunity to document curricular changes, new procedures and the strengths and weaknesses of the unit. Results of the annual review are shared with faculty in multiple ways. The COE’s annual reports are posted in a faculty-accessible LiveText portfolio entitled “COE Procedures, Forms and Notes”. Preliminary findings and results of reports are discussed with faculty by the COE’s administrative team: [Director of Curriculum and Student Success](#), [Director of the Office of](#)

[School Partnerships](#), [Director of National Center for Teacher Transformation](#), [Assessment Coordinator](#), and [Baccalaureate Specialist](#). Full faculty and program faculty discussions about the implications of the data and how to make improvements in unit and programs take place as a result of the dissemination of these annual reports.

Team Members and Decision Making Process:

The COE has worked to formalize its continuous improvement processes. Examples of these efforts include the development of the Performance Improvement Cycle as well as other procedures to assure that the COE documents best practices and meets state mandated requirements. The Dean directs the Performance Improvement Cycle, assisted by internal stakeholders such as the Assessment Coordinator, faculty, and key administrative personnel. Each member of the administrative team provides the Dean, faculty, and administrative staff with data on teacher candidate, program, and/or unit performance throughout the year both formally and informally. The COE administrative team typically meets at least twice a month. Administrative meeting minutes and emails document the agenda, decisions, and follow-up items identified during these sessions. COE administrators provide the Dean with updates on their work responsibilities and ongoing projects. Additionally, preliminary reviews of data are conducted during this time.

The COE conducts regular (approximately two per month) full administrative and faculty meetings which provide all COE team members an opportunity to present data and engage in a series of formative reviews in which program quality is evaluated and improvements are proposed. Meeting minutes document the agenda, decisions, and follow-up action items. The formative discussions that occur during COE meetings guide the assessment of candidate, program, and unit performance. The outcome is to be able to identify strengths and weaknesses regarding State of Florida mandates and to address identified deficiencies.

In addition to providing updates and data to faculty, the COE meetings focus on specific topics that promote continuous improvement. Some of the past COE meetings included topics such as developing “[Ideal COE Completer Characteristics](#)”, reviewing [completer surveys](#), data presented by the COE administrators (survey results, number of new students, practica and internship numbers, local district data, diversity information, etc.) and matching COE courses to [General Education Goals](#) and [College of Education Goals](#) (an example of this goal mapping for the ESE program can be found [here](#)).

Information is disseminated to faculty in various forums. In addition to the administrative and full faculty meetings described above, faculty also work in small groups with assigned specific duties such as preparation for initial and continuing state approval. This assures that all faculty are knowledgeable about the state program approval process and are actively reviewing their programs to ensure compliance. COE faculty work in program level teams to review data for the

Annual Reports/IPEPs

[2008-2009](#)

[2007-2008](#)

[2006-2007](#)

[2005-2006](#)

[2004-2005](#)

Faculty Meeting Minutes

[7/26/2010](#)

[6/28/2010](#)

[5/24/2010](#)

purpose of curricula improvements, syllabi updates, and advising information. The Elementary Education and Exceptional Student Education full-time faculty members serve as course coordinators for specific classes. These course coordinators work with other faculty (including adjuncts) teaching the same course in order to review and update course content. This collaborative work promotes consistency and allows for the authentic knowledge of all team members to contribute to the continuous improvement of courses within the ELED and ESE programs. The secondary and middle grade programs have one full-time faculty member identified as Course Coordinator who is responsible for curriculum changes. However, these faculty work collaboratively to review data in order to assess the implications and recommendations for change in these programs.

During the 2008-2009 and 2009-2010 academic years, the COE engaged in a self-study to prepare for the upcoming FLDOE continued program approval review and site visit as well as future national accreditation. In the summer of 2008, the Dean, COE administrators, and all full-time faculty participated in Teacher Education Accreditation Council (TEAC) workshops. The COE hired an external consultant to help guide them through a review of accreditation readiness.

Three faculty representing all programs and campuses were identified as [Accreditation Faculty](#) (AF), responsible for guiding the COE through the accreditation process. Lead by the AF, faculty met weekly to further discuss the process of seeking national accreditation. Through these discussions, faculty identified four claims to guide the accreditation process regarding the abilities of program completers to be effective, reflective and caring teachers who possess subject matter knowledge, demonstrate research-based pedagogical strategies to promote learning, participate in continuous improvement through self-assessment and goal setting and plan for the success of all students, including those with diverse needs.

The COE began the process of writing the TEAC Inquiry Brief (IB) which encouraged the consideration of existing COE processes, procedures, and data that could support the above mentioned claims. As sections of the IB were completed in draft form, they were sent to the COE's external accreditation consultant. Working with this consultant, faculty and administration identified weaknesses in the COE's accreditation assessment system, LiveText Legacy that needed to be addressed, and therefore made the decision to put the process for national accreditation on hold.

The LiveText Legacy reporting capabilities on teacher candidate progression were limited. Course reports provided aggregate data for all students assessed using a particular rubric, however, an individual student performance report was not available using the Legacy version of LiveText. The COE then attempted to extract more useful data from LiveText's Legacy versions utilizing Crystal Reports to allow for additional analysis of teacher candidate performance data. The COE Crystal Reports provided additional information, but the process of generating and distributing reports was cumbersome. Additionally, there were limitations in the type of data that could be extracted, hence the decision to migrate to LiveText C1.

A plan was then developed to migrate to the new version of LiveText, making updates to the assessment process during this time as well. Changes were implemented to ensure that feedback on teacher candidate progression could be more easily collected and then reported. The COE faculty reviewed the FEAP indicators and course assignment alignment and made the appropriate

updates. Additionally, the COE common rubrics used to assess FEAP-aligned assignments were mapped to the FEAP indicator level. Finally, the [UCC Performance Assessment Rubric](#) and [Pre-Service Teacher Formative/Summative Evaluation Form](#) were updated to ensure consistency in the feedback given to teacher candidates on progression.

The COE completed its upgrade to LiveText's C1 during summer 2010. This version enables enhanced reporting of UCC standards and indicators at the teacher candidate, program, and unit levels. The COE is now able to run reports on student progression using C1. Faculty advisors are able to review teacher candidates' progression on all UCC aligned standards and indicators. These reports guide the Faculty Advisors in providing feedback and mentoring to teacher candidates' on their mastery of UCC aligned standards and indicators. Additionally, individual COE program faculty are able to review these reports and use them to guide curriculum and teaching processes. See the [Report on the COE Assessment System History](#) for more information

External Stakeholders & Decision Making Process:

The [COE's Advisory Board members](#) consist of top level administrators from four local school districts (Hernando, Hillsborough, Pasco, and Pinellas), other community representatives, and from representatives from St. Petersburg College. These individuals serve as informational resources and meet formally twice a year to make recommendations about how the college can best serve the needs of the districts. The Advisory Board has been instrumental in program development and continuous improvement of curriculum.

Advisory Board meetings often have topics that all districts come prepared to discuss, such as Response to Intervention (RtI). The Board makes curriculum recommendations which are captured in Advisory Board meeting minutes that are then distributed by the Advisory Board secretary to faculty and posted to the Student Commons (an electronic forum accessible by all teacher candidates). The Dean discusses Advisory Board recommendations with faculty for further action as needed.

Beginning summer 2010, as part of the COE's commitment to continuous improvement, the COE administered a [survey](#) of district personnel who serve on the Advisory Board. This survey collects data on variables such as the COE's reputation in the community compared to other colleges of education, ways to improve communication about program updates to all schools within each district, and how to encourage classroom teachers to work as mentors for teacher candidates. [Results](#) from these data will be shared each year at the fall Advisory Board to generate discussion and follow-up action items.

Recency:

By state law (Florida Rule 1004.04(3)), Colleges of Education are required to prove that their faculty have met a standard of more than one instance of on-site participation per year of recency experience. The COE requires 18 hours of on-site participation per year. The reason for this enhanced experience is to furnish faculty with additional information and experiences which contributes to the decision-making process. Faculty share their recency experiences both

Advisory Board Meeting Minutes/Agendas

[Spring 2010](#)

[Fall 2009](#)

[Spring 2009](#)

[Fall 2008](#)

[Spring 2008](#)

[Fall 2007](#)

formally and informally with colleagues, especially in the area of teaching and instructional decisions. For example, [recency experience of reading faculty](#) for the past academic year identified problems teacher candidates experienced in teaching reading using the recently mandated ESE reading curriculum for Pinellas County (SRA: Direct Instruction). This recency information was shared among reading faculty who met and made decisions to include how to integrate this curriculum within a balanced literacy approach to meet all Reading Endorsement requirements.

In order to document the recency experiences for internal and external purposes, faculty are required to complete the [Faculty Recency Experience form](#). Faculty are asked to document the dates and times of their K-12 classroom experience, detail the nature of the instruction or consultations undertaken, and how the recency experience will impact their instructional teaching at SPC. When the forms are completed, the COE Assessment Coordinator gathers all data, analyzes the results, and creates a Faculty Recency Report that is shared with faculty during the summer term. Faculty also share information about their experiences at faculty meetings and informally in meetings with their teaching groups.

Recency Reports

[2009-2010](#)

[2008-2009](#)

[2007-2008](#)

[2006-2007](#)

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.**

Admission, Enrollment, and Completer Data

All admission data are collected by the COE Baccalaureate Specialist in the college's information management system, PeopleSoft. Data on admission, enrollment, and completion are then accessed by the COE's Assessment Coordinator who prepares reports such as new enrollment, total enrollment, and completion totals by each program and overall for the COE for state, SPC and COE reports. These data are presented to various internal and external stakeholders and are used to assess the success of diversity initiatives, college retention, growth of programs, and course schedule needs.

During the 2009-2010 academic year, the COE admitted 173 new teacher candidates into its teacher education programs. [Program admission reports](#) for all academic years beginning with 2002-2003 and ending 2009-2010 are available for review. During the 2009-2010 academic year, the COE had a total of 608 teacher candidates enrolled in all teacher education programs. [Program enrollment reports](#) for all academic years beginning with 2002-2003 and ending 2009-2010 are available for review. Finally, a total of 187 teacher candidates completed their programs during the 2009-2010 academic year for a total of 1007 COE undergraduate teacher

preparation program completers since inception. [Completion reports by program](#) are also available for review.

As part of its annual review of admission, enrollment, and completer data, the COE conducted a [time to degree analysis](#) for teacher candidates admitted in all programs by all terms. On average, it takes teacher candidates approximately 6.5 semesters to complete their degree. These data are consistent with admission numbers for full and part-time teacher candidates. The COE will continue to review this data as part of its continuous improvement to see what additional services and support can be provided to teacher candidates.

Candidate Data on Uniform Core Curriculum

Beginning summer 2010, the COE began to use LiveText C1 reports to review data collected on all aspects of the Uniform Core Curriculum, including: FEAPs/PECs, ESOL, FSACs, Reading, and Additional Elements. These teacher candidate progress reports specify the courses, requisite critical task assignment(s), assessment data, and teacher candidate progress on meeting the standard and indicator. Reports provide faculty advisors, the ESOL Coordinator, and the Reading Coordinator an overall view of a teacher candidate's performance and progression on all standards and indicators. Additionally, the report provides all faculty with the ability to drill down and specifically review one competency or standard area (i.e. Reading only). This information is used to monitor teacher candidate's progress and to assess readiness to advance to internship and program completion.

The LiveText Legacy Reports allow for aggregate data on Uniform Core Curriculum to be reviewed by Course Coordinators, the ESOL Coordinator, and the Reading Coordinator, to assess teacher candidate performance on particular courses, rubric elements, standards and competencies. Beginning with the summer 2010 term, LiveText C1 Reports allow for the development of reports by course section, assessor, and student profile filters such as gender, ethnicity, and program major. Additional C1 reports allow for a review of Standards and Outcomes Alignment, Curriculum Mapping, and Rubric Statistics. These reports include FEAPs/PECs, ESOL, FSACs, Reading, and Additional Elements, and allow the various Coordinators (Course, ESOL, and Reading) and COE Administrators to assess and evaluate teacher candidate, program, and unit level performance on a variety of different measures.

FTCE Pass Rates

[Aggregate Results](#)

[Sample Title II Details](#) – secured link –
use Guest Pass to login to LiveText

FTCE: St. Petersburg College collects and tracks teacher candidate performance on the Florida Teacher Certification Exam (FTCE) by entering scores into its data management system (PeopleSoft) and generates both individual and unit reports. Pass rates can be found in Title II reports published annually and reflect 100% pass rates for all programs and years.

Impact on P-12 Student Learning

The College of Education collects data from several sources regarding impact on P-12 student learning. Data on teacher candidate impact on P-12 student learning during field experiences are collected via the Student Learning Inquiry Project (SLIP). As discussed in the 2.3 section of this report, program level evaluation and performance improvement data on teacher candidates'

impact on P-12 student learning was aggregated for the 2008-2009 and 2009-2010 years by program and for all programs within the COE. This information was disseminated to faculty and supervisors with results analyzed across terms and by programs. As a result of the COE's annual review process, a decision was made following a faculty meeting reviewing SLIP data and processes to enhance the SLIP project even further by updating rubrics, modifying procedures, and improving teacher candidate and supervisor training. Effective fall 2010, teacher candidates will be assessed more explicitly on their impact on P-12 student learning and reflection on the value of action research. Additionally, data collection procedures will require supervisors assessing SLIP projects to complete a form capturing information regarding impact on P-12 student learning so that the COE can aggregate data by program and unit more easily.

Data collected from the COE's plan to assess completers' demonstration of impact on P-12 student learning based on data from the first year of teaching are reviewed on an annual basis. An outcome from phase 1, which occurred during 2009-2010, involved the review and evaluation of FCAT data received from the FLDOE. The COE utilized student achievement data from 2006-2007 and 2007-2008 completers during their first year of teaching. The data file included P-12 student FCAT results by COE completer for those teaching math and reading in grades four through ten. Based on the FCAT data analysis and faculty discussions about how to measure student impact, the COE Accreditation Faculty and Administrative Team developed a detailed five-year plan to assess candidates' demonstration of impact on P-12 student learning.

Remediation Results

The College of Education has not received any requests from districts to remediate a program completer and thus has no information to report in this specific category.

State and District Needs

Since its inception, the COE has added six new programs in response to State and District needs. During the last two years, the COE added two new programs, including Elementary Education with Infused ESOL and Reading, (K-6), Exceptional Student Education with Infused ESOL and Reading, (K-12), and worked to build enrollment for its recently added (2007-2008) Middle Grades Mathematics, (5-9) and Middle Grades Science, (5-9) programs to address critical shortage areas identified by the State. Additionally, the COE has modified its curriculum and expanded its placement procedures to ensure that teacher candidates have a diverse set of field experiences and the opportunity to work in several local school districts.

Employer Satisfaction

Data collected from employers regarding their satisfaction with COE program completers from 2007-2008 and 2008-2009 indicates that across programs, employers find SPC completers "generally well prepared" or "very well prepared" compared to other beginning teachers in their first year of teaching (92% and 85%, respectively). Additionally, COE completers have been ranked in the top 5 or 10% when compared with other beginning teachers with whom the surveyors have worked (61% and 56%, respectively). Employer satisfaction data is one measure that the COE utilizes to assess overall unit success. Data collected from this measure is reviewed and shared with key internal stakeholders.

The COE collects data on both hire rates and length of stay in classroom for all programs across all years. On average, the majority of COE completers teach in Florida public school districts.

Hire rates range from 70% to 88% across all programs for all completer years. These data do not include the number of completers that are working in private school or out-of-state settings. Therefore, the number is likely to be higher. Also, in general, program completers who go to work in school districts in Florida continue in their positions over time. For example, 2006-2007 program completers who are eligible for three years of work experience (2007-2008, 2008-2009, and 2009-2010), have between 2.5 and 3.0 years experience. The one exception is the Business Technology Education, 6-12 program (see Section 3.2).

Completer Satisfaction

Data collected from program completers during the 2007-2008 and 2008-2009 academic years indicate that alumni are pleased with the level of preparation for entering the teaching profession that they received from the COE. Ninety-eight percent of 2007-2008 completers and 100% of 2008-2009 completers rated their SPC teacher preparation program as “Effective” or “Very Effective.” Ninety-six percent of 2007-2008 completers and 91% of 2008-2009 completers said that they would recommend SPC programs to others. Lastly, 100% of 2007-2008 completers and 99% of 2008-2009 completers said that they felt that they were “Effective” or “Very Effective” in positively impacting K-12 student learning gains. Data for 2009-2010 completers are not yet available.

Faculty Recency

Data on COE faculty recency experience is collected via a recency form, aggregated and disseminated to faculty and staff. A total of 12 full-time faculty members completed the Recency Experiences form for the 2008-2009 academic year. During this year, one-half of faculty completed their recency experiences in more than one school (n=6). Additionally, COE faculty participated in 18 visits to local school districts during 2008-2009, 15 of which took place in schools located throughout Pinellas County (North, Central, and South). Hillsborough, Pasco and Leon counties each received one visit.

A total of 15 full-time faculty members completed the Recency Experiences form for the 2009-2010 academic year. A majority of faculty members opted to complete their recency experiences in more than one school (n=12). This number is double that of the visits made to multiple schools in 2008-2009 (n=6). Fifteen COE faculty participated in at least 83 recency experiences during 2009-2010 by working with K-12 students and/or school staff and administrators. The number of visits made to Hillsborough County increased in 2009-2010 to seven visits from just one visit in 2008-2009.

When faculty were asked how their recency experiences would impact their classroom teaching at SPC, many of their responses related to the following categories:

- Seeing first-hand the technology that is used in the K-12 classroom, or lack thereof, provides faculty with an opportunity to incorporate this information into their classes for future teachers.
- Staying current with district-level decision making allows faculty to prepare their classes for what is happening across the profession.
- Working with K-12 students keeps faculty informed of current instructional techniques, and any potential issues, so they may better assist candidates in linking theory to practice.

The feedback from faculty recency experiences is used in curriculum adjustments to reflect “real world” authentic classroom practices, and to better understand unique characteristics of various district and school environments.

Stakeholder Input

Letters of support serve as evidence of the COE’s commitment to understanding and meeting the needs of its Stakeholders. [Pasco County School District’s \(PCSD\) Superintendent wrote](#) about the District being involved with the development of new COE programs and the excellent partnership that exists between PCSD and the COE. [Superintendent of Schools for Hernando Country Schools spoke](#) of the COE’s outreach to his district and how pleased he is with the educational preparation that completers receive. [Hillsborough County Public Schools Superintendent discussed](#) her district’s goal to engage in partnerships with institutions that share their vision of supporting excellence in teaching and how the COE is fully committed to this goal. Lastly, [Pinellas County Schools Superintendent echoed](#) Pasco’s comments about being involved in new program development and the quality of program completers.

Data collected from the October 2008 survey of the Advisory Board regarding the structure of the practicum yielded key feedback. The Advisory Board members were in agreement that the ideal number of weeks for a practicum was 10 weeks. In regards to how frequently students should be in schools during their practicum, most of the members indicated that one full day/week was most appropriate. Most members indicated that the practicum schedule should be arranged by the CCT and the student when questioned about logistics. Members also provided feedback that COE teacher candidates should be placed in 3-4 schools over the course of their program to maximize diversity and to provide exposure to a variety of different school environments.

The COE also collects data from stakeholders in order to assess overall unit and program performance.

Summary

The preparation of this Summary Report and corresponding continuous improvement that occurred as a result of the careful review of COE processes, procedures and data at the teacher candidate, program, and unit level, was a college-wide effort that occurred over two academic years. College of Education and SPC administrators, along with COE faculty, worked together to complete the writing of this Summary Report as well as to identify areas of needed improvement and to implement solutions. At every step of the process of preparing for continuing program approval, the COE utilized its Performance Improvement Cycle. As documented in this Report, the COE made some significant changes to enhance processes, particularly as they relate to collecting data regarding teacher candidate progression.

To conclude, the College of Education at St. Petersburg College believes that it is in full compliance with the FLDOE Standards for Continuing Program Approval for all certification programs.

This document serves as the 2009-2010 Institutional Report.

Summary Report for Continuing Program Approval Standards

Glossary of Terms

Term/Acronym	At a Glance Definition or Expanded Acronym
Academic year DOE	DOE's runs Summer, Fall, Spring Ex: Summer 2008, Fall 2008, Spring 2009 This is the year used for reporting to the DOE
Academic year SPC	SPC's runs Fall/Spring/Summer Ex: Fall 2008, Spring 2009, Summer 2009
Adjunct Instructional Faculty	SACs credentialed faculty members on semester contracts, teaching 12 or fewer credit hours of course work per term
Adjunct Mentor	Course coordinators who work with adjuncts teaching that course
Adjunct Supervising Faculty	SACs credentialed faculty members, on semester contracts, who supervise teacher candidates during their practica and final internship field experiences
BOT	Board of Trustees – the governing body of SPC
BSCED	Biology Education, 6-12
BTEED	Business Education, 6-12
Catalog year/ requirement term	The requirement term dictates the coursework students will take in their academic plan as stated in the catalog at that time.
CCT	Cooperating Classroom Teacher is a certified K-12 teacher who agrees to mentor a teacher candidate in a K-12 classroom
COE	College of Education
Common Syllabus Process	All sections of a course are based on the master syllabus for that course. Each term, the course coordinator submits a master syllabus, per the teaching group's collaboration. This is distributed to all current instructors of that course for personalization of instructor information, pacing, etc. No changes to the UCC assignments or COE policy statements are permitted without approval.
Core Education Courses	Courses that are required by ALL programs
Course coordinator	Fulltime faculty member who has responsibility for the master syllabus of the course, who coordinates with the teaching group and curriculum director to maintain accuracy and alignment and who mentors adjuncts who teach that course
Course Sequence	Suggested order of courses that will account for prerequisites and schedule of course offerings that will lead to graduation in the most efficient manner. Full and part time sequences are available.
DOE	Department of Education
Educational Studies	Bachelor degree in Education that prepares students to be community educators, does not lead to a DOE teaching certificate.
ELED	General term referring to both the Elementary Education, K-6 with ESOL and Reading Endorsements and Elementary Education, K-6 with ESOL Endorsement programs.
ELEDR	Specific term referring to the Elementary Education, K-6 with ESOL and Reading Endorsements program
EPI	Educator Preparation Institute for teacher candidates who already have a baccalaureate degree in something other than education. One year program results in a professional certificate.
ESE	General term referring to both the Exceptional Student Education, K-12 with ESOL and Reading Endorsements and the Exceptional Student Education, K-12 with ESOL Endorsement programs.
ESEDR	Specific term referring to the Exceptional Student Education, K-12 with ESOL and Reading Endorsements program.
ESOL	English for Speakers of Other Languages
ESOL endorsement	ESOL K-12 Endorsement which indicates that the teacher candidate has successfully completed 300 hrs of ESOL training and is prepared to work with English Language

Summary Report for Continuing Program Approval Standards

	Learners
FEAP	Florida Educator Accomplished Practices
Field Experiences	Authentic experiences in K-12 classrooms, with K-12 students
FSAC/FLSAC	Florida Subject Area Competencies 14 th Edition
FTCE	Florida Teacher Certification Examination
Full time Faculty	Faculty members who are on annual or continuing contract for 40 hours per week, twelve months
GK	Test of General Knowledge (DOE) part of the FTCE
Lead Faculty	Instructor of a practicum related methods course. Responsible for coordinating with field supervisors of related field experiences and assessing assignments in both methods and field experiences
Internship	Student Teaching. The final culminating field experience teacher candidates complete prior to completing their program.
Learning Community	Groups of teacher candidates who begin their programs together and are expected to follow the suggested sequence at the same pace, in the same sections
Live Text/Legacy/C1	A commercial data management system. The original version is referred to as "Legacy" and the newest version is called "C1"
Major Learning Outcomes (MLO)	SPC Curriculum and Instruction Committee's approved objectives for each course
Master Syllabus	Syllabus maintained by Course coordinator and used by all instructors of the course, with some personalization. See Common Syllabus Process
MG	Middle Grades (5-9)
MGMED	Middle Grades Mathematics Education, 5-9
MGSED	Middle Grades General Science Education, 5-9
MTSED	Secondary Mathematics Education, 6-12
OSP	Office of School Partnerships, coordinates all field experiences and related activities such as orientations, supervisor training and monitoring, etc
Overlap Courses	Courses that are required by more than one program, but not all
Practicum courses	Field Experience courses taken by teacher candidates prior to their final culminating field experience (internship). At least two practicum courses are part of every teacher preparation program of study. Each practicum course is taken in conjunction with a methods course.
PDP	Professional Development Plan
PEC	Professional Educator Competencies (DOE) - crosswalked with FEAP and assessed through aligned assignments in each program's FEAP/PEC matrix
Performance Improvement Cycle	The COE's framework for assessing performance, identifying issues, developing and implementing solutions, and communicating results.
Pro Ed	Professional Education Exam – part of the FTCE
Program Completers/Completers	Graduates of a program who have met all SPC and DOE requirements for a degree
RC	Reading Competencies
Reading Endorsement	Attachment to a teaching certificate that credentials teachers to teach reading and literacy related courses in the State of Florida
SAE	Subject Area Examination (DOE) – part of the FTCE
School Based Hours (SBH)	Field experience hours spent in a K-12 setting, required by on-campus theory courses in order to complete theory-to-practice and practice-to-theory assignments. Must be completed to pass the related theory course
Semester	Fifteen weeks plus an exam week in fall and spring. Ten weeks in the summer, with weekly time adjusted to achieve the required 750 contact minutes per credit hour in the shortened timeframe
SPC	St. Petersburg College, formerly St. Petersburg Junior College

Summary Report for Continuing Program Approval Standards

Student	In most cases, this term refers to K-12 students The term also applies to applicants to the COE before they have been admitted
Teacher Candidate	Any student who has been admitted into the College of Education in an undergraduate teacher preparation program
Teaching Group	Instructors who routinely are assigned the course and who collaborate in common assignments, common assessments and teaching strategies for that course
TECED	Technology Education, 6-12
UCC	Uniform Core Curriculum (DOE) – includes FEAP/PEC, ESOL, FSAC, Reading and Additional Elements- standards/competencies
UCC Performance Assessment Cycle	The process of the teacher candidate showing attainment, remediation or failure to meet UCC requirements (See flowchart)
UCC Performance Assessment Rubric	Rubric used to assess accomplishment of ESOL Performance Standards, Reading Competencies, or FSACs.

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