2005-2006 IPEP REPORT

2007 Continuing Approval Standards:

Standard 1. Core Curriculum Content
The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.

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

In April 2006, the site visit findings indicated that School Psychology and Guidance and Counseling did not include an ESOL course in their program curricula and the mandated reading requirement. Both programs were conditionally approved.

Plan: The COEDU is taking steps to develop an ESOL course for School Psychology and Guidance and Counseling and a reading course for Guidance and Counseling. School Psychology will document the integration of reading competencies in the curriculum.

<table>
<thead>
<tr>
<th>Planned sequence of assessments for student performance on the uniform core curriculum content and competencies demonstrated in field/clinical experiences are reviewed at the program level through benchmarks, course grades, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Progress on core curricular content will be reported at two points in the candidate’s program.</td>
</tr>
<tr>
<td>1. Institutions will choose a “benchmark” for reporting percent of candidates demonstrating FEAPs at benchmark prior to student teaching/internship</td>
</tr>
<tr>
<td>2. Institutions will report percent of candidates demonstrating at least 2.5 GPA in courses aligned with core curriculum and other state mandates (Uniform Core Curriculum) prior to student teaching/internship</td>
</tr>
</tbody>
</table>

Student progress in undergraduate and graduate initial teacher preparation programs is monitored at identified transition points at:

- admission to the COE,
- prior to final internship,
- internship exit,
- graduation/certification and
- post-graduation follow-up

Candidates must successfully complete identified course-based critical or core tasks before being permitted to progress to internship. One hundred percent of candidates demonstrate the Florida Accomplished Practices prior to internship. It is possible to pass a course while performing unsatisfactorily on a major assessment, however, the student must remediate the unsatisfactory critical task before progressing to internship. To
remain in good academic standing, undergraduate students must maintain a 2.5 GPA; graduate students must maintain a 3.0 GPA overall and in education coursework. Candidates must be in good academic standing to be admitted to internship, therefore, 100 percent of candidates demonstrate at least a 2.5 GPA (or 3.0 GPA for graduate candidates) prior to internship.

State requirements and content are published in the appropriate catalogs, and through COEDU program websites, and the Student Academic Services website which provides information on admission requirements, certification requirements, FTCE.

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

The college has a tracking system for candidate field placements that monitors the diversity of the schools in which candidates are placed. Candidates are required to have a minimum of one placement in a diverse school setting. If a candidate has not had an experience in a diverse setting prior to internship, he/she will be placed in a diverse setting for final internship.

As part of the requirements for the ESOL Endorsement, candidates in Elementary, Early Childhood, English, Foreign Language and Special Education, complete ESOL –related field experiences.

An Early ESOL field experience must be completed as part of the ESOL I course. This experience involves a minimum of six hours volunteering in and ELL environment, observing, tutoring or assisting the instructor or students. Release time is given during the course to accommodate this requirement.

In the late ESOL internship, interns must satisfactorily complete a minimum of two weeks planning, implementing, and evaluating instruction for one or more ELL pupils, supervised by a cooperating teacher who has obtained the ESOL credential. The late internship may take place any time after the completion of ESOL 1, up to and through the final internship. Students are placed in a classroom with an ESOL-credentialed teacher and one or more ESOL students by their internship supervisor.

| Annual data for diversity of placement of students in field/clinical experiences. |
| ☀ Post-placement data with a minimum of three (3) placements: one placement being student/teaching internship |

1.3 Program faculty meet state mandated requirements for supervision of field/clinical experiences.

University supervisors are selected by program faculty and coordinators. Individual departments monitor the qualifications of university supervisors.
List (roster) of faculty members who are responsible for "supervision" of field/clinical experiences. Records are kept on faculty requirements; baseline faculty data entered into IPEP and only changes are documented annually.

- FL Professional Certificate,
- Previous Clinical Supervision Training, or
- 3 Years successful teaching experience

1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.

The COE Internship Coordinator works with the districts to ensure that cooperating teachers meet state certification standards in the area of the intern’s major, have at least three years of service in the FL state school system, have successfully completed a state endorsed clinical educator training. All cooperating teachers must sign a contract with the Internship Office, verifying that they meet the state mandated qualifications for supervision. Exceptions may occur in the MAT programs when a student is already employed as a teacher and is in a “paid” internship in their own classroom, or when a placement is in a private school. The SAS office works with the school to find a suitable cooperating teacher.

ESOL field experiences are supervised by a cooperating teacher who has obtained the ESOL endorsement.

Data for verification of clinical educator training of school district personnel. Records are kept verifying school district personnel meet requirements for cooperating teachers. Information will be attached to the candidate’s record. Information will be attached to the candidate’s record, rather than the "supervision" piece of the IPEP.

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.

Student academic services monitors candidate progress in meeting all requirements for admission, internship and graduate/certification.

The 10 percent waiver is not used except at the undergraduate level, to admit candidates only with a GPA lower slightly lower than 2.5. In these instances, candidates are expected to achieve a 2.5 GPA by the end of the fall semester in which they are admitted, or have their admission revoked.

At the graduate level, the waiver is generally used to admit candidates who have not yet taken the General Knowledge Test. At the graduate level, a number of applicants are
from out of state where there is no GKT requirement. These candidates are admitted with
the understanding that they will pass the GKT within a certain timeframe.

Admission and enrollment data will be collected including the following:
- Number entering program and admission point
- Number enrolled in program from year to year
- Number meeting admission requirements
- Number entering under 10% waiver
- Remediation for students admitted under 10% waiver

2005-2006 Data was provided as part of FLDOE/NCATE review in April 2006.

2.2 Candidate evidence of attainment of Uniform Core Curricular content is assessed and
data are collected from coursework, field/clinical experiences, and on the Florida
Teacher Certification Examinations.

The April 2006 site visit findings indicated that the Guidance and Counseling and Music
Education programs have not adequately developed a management system to ensure that
each candidate has demonstrated each practice.

PLAN: These programs will document their assessment system in regard to the
Accomplished Practices.

Data are collected on assessments for student performance on the core curriculum content and
competencies in field/clinical experiences and initial teaching experiences.

Reporting point –Mastery
- Final assessment of Uniform Core Curriculum,

Standard Reports must be used for 90% passing scores on FTCE
- Standard Report (FLDOE), Title II data
- FTCE pass rates aggregated by program and by Unit

Documentation of remediation given to those students who were unable to demonstrate these competencies
is provided

Programs have identified major assessments and developed rubrics for scoring
assessments. Major assessments include lesson and unit plans, teaching videos, case
studies, ESOL portfolio at the initial teacher preparation level, and action research
projects. Most major assessment rubrics for initial preparation programs, including
Internship Evaluations, are scored on a 1-5 scale, with a “3” being what is considered
acceptable or satisfactory performance or “passing” score. Candidates must demonstrate
competency by performing satisfactorily on these critical assignments to receive a
passing grade in the course
Beginning in 2005, several programs—Elementary Education, Physical Education, Gifted Education, Early Childhood, School Psychology and Ed Leadership (Lakeland)—implemented the Chalk and Wire electronic portfolio system. The system allows for the collection of data related to the Accomplished Practices, and professional standards.

FTCE data is routinely collected each year. (FTCE data for AY 03-04 reported in Compliance document for spring 06 visit)

Final Internship Completion rates for Spring 06 are 98%, with 426 candidates enrolled in internship and 419 successfully completing.

2.3 Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences and during the first year of teaching.

<table>
<thead>
<tr>
<th>Annual data are collected and aggregated by program of</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Summative data on impact on P-12 learning during clinical/field experiences</td>
</tr>
<tr>
<td>Data collection of candidate’s impact on P-12 learning during the first year of teaching</td>
</tr>
<tr>
<td>☑ Data Collection of candidate’s impact on P-12 learning using FCAT and/or other assessments created over time</td>
</tr>
</tbody>
</table>

Candidates are evaluated in internship by the Internship survey evaluation instrument completed by cooperating teachers & university supervisors.

2005-06 interns’ average ratings for performance on a 5 point scale measuring the APs range from 4.4-4.8 for undergraduate interns and 4.4-4.9 for MAT interns suggesting proficiency in the APs at level expected of beginning teacher. Ratings from cooperating teachers and university supervisors are consistent.

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.

<table>
<thead>
<tr>
<th>Documentation of assistance and results of assistance provided to program completers who did not meet employer satisfaction in their first two years of teaching, as requested by school district.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Description of assistance</td>
</tr>
</tbody>
</table>

The COEDU has a protocol for providing assistance to program completers. The COEDU has not received any requests for assistance.
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.

1. Unified list of needs across institutions
2. Description of responsiveness to needs and changes made based on district/state needs
(narrative format)

2006 The U.S. Department of Education awarded the College of Education with the Transitions to Teaching (TTT) grant, which supports the Para to Professional Program with Pasco County Schools. The COEDU Department of Special Education will address the shortage of Exceptional Student Education (ESE) teachers in Pasco County, the 38th fastest growing county in the U.S. The grant addresses that shortage by developing a partnership with Pasco County Schools that will recruit and provide a career-ladder for Para-Professionals who wish to become teachers by providing an on-site, accelerated ESE teacher education program, and by providing intensive preparation and enhanced instruction in core content areas to assist in meeting Florida’s requirements for Highly Qualified ESE teachers.

The USF College of Education Tampa in collaboration with the USF College of Education at St. Petersburg received a $300,000 grant from the Florida Department of Education to assist in preparing more teachers for Florida Schools. The initiative, entitled SUCCEED Tampa Bay, will provide graduated financial support and support services to individuals who hold a bachelor’s degree and wish to pursue teaching as a career, particularly in the high needs subject areas of math and science. The grant will support 65 Tampa students and 35 St. Petersburg students an opportunity to pursue course work for teacher certification leading to a Master of Arts in Teaching. The grant will also support teachers who are already hold teacher certification and are seeking the reading endorsement.
3.2 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the rehire rates of program completers and length of stay in the classroom.

Annual internal analysis of employer satisfaction of preparedness the first year of teaching and rehire rates aggregated by program.

- Analysis of data
- Survey results

(Need unified COE/DOE survey)

The COEDU annually surveys School Principals giving them an opportunity to rate USF initial teacher preparation graduates on a broad range of teaching abilities.

A set of items is provided on a five-point response scale (with 1 = Weak, 2 = Fair, 3 = Satisfactory, 4 = Strong, and 5 = Outstanding). The instrument contains 42 items that measure performance with respect to the Florida Educator Accomplished Practices. A set of state mandated items, related to communication, computation, and reading, is also included. Items are averages resulting in a composite mean score for each Accomplished Practice. Further, a set of 15 items tapping Professional Qualities and Scholarly Dispositions is presented on a five-point Likert scale (with 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree).

Principals give 2005-2006 graduates mean scores for performance on the Accomplished Practices ranging from 3.7 to 4.0 for bachelors degree graduates, and from 4.0 to 4.3 for MAT graduates.

Principals are asked “How would you rate the teacher’s overall performance?” Responses indicate a mean score of 3.9 for bachelors’ degree graduates (n=357) and a mean score of 4.2 for MAT graduates (n=269).

3.3 Program completers indicate satisfaction with the level of preparedness for the first year of teaching.

Annual internal analysis of completer satisfaction survey data as described in the IPEP and other data collected by the individual institution.

- Analysis of data
- Survey results

(Need unified COE/DOE survey)

The College of Education surveys graduates of initial teacher preparation programs each spring and fall semester through the Graduating Senior Exit Survey. The Director of Assessment administers the survey and compiles the data and conducts a detailed analysis of the results.
This survey provides recent graduates an opportunity to assess the adequacy of their program and other educational experiences. Responses to a set of 43 items measuring Perceptions of Preparation in areas related to the Accomplished Practices are provided on a five-point response scale (1=Weak, 2=Fair, 3=Satisfactory, 4=Strong, and 5=Outstanding).

The graduating seniors reported an adequate level of preparation that ranged from 91% to 99% in each of the 12 Accomplished Practices. The highest levels of success were reported for Communication (99%) followed by Ethics, Human Development and Learning, and Knowledge of Subject Matter with 98% of graduates reporting being adequately prepared.

In addition, the survey examines recent graduates’ level of satisfaction with distinct aspects of their program. This set of items is provided on a five-point response scale (with 1=Very Dissatisfied, 2=Dissatisfied, 3=Neither Satisfied nor Dissatisfied, 4=Satisfied, and 5=Very Satisfied).

Examination of graduates’ ratings of level of satisfaction (see table) reveals a range of scores 3.4 to 4.3. Graduates reported the highest levels of satisfaction with the Feedback and guidance provided by my cooperating teacher during my final internship (4.3). Further, graduates felt satisfied with the Opportunities provided to improve their skills during practica and internships (4.2) and their Overall preparation for teaching (4.2). Graduates were least satisfied with the Guidance provided by their faculty advisor in their program (3.6), and the Guidance provided by the advisors in the Student Academic Services Office (3.4). Item level response frequencies for this set of items can be found in Table.

3.4 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.

| Yearly executive summary of institution performance based on IPEP data |
| Document improvements that have been made as a result of internal evaluation |
| Results of recent faculty experiences in P-12 setting are documented |
| Describe continuous improvement based upon data collected. |
| Summary document |

The Director of Assessment regularly conducts surveys of employers, graduates, alumni and compiles and analyzes these data, as well as the data for final internship assessment from cooperating teachers and university supervisors.

Faculty report recency of experience information to the Associate Dean for Educator Preparation annually.
Student academic services monitors admission requirements, retention and certification data.

The Director of Undergraduate Programs and Internship and SAS staff meet each fall with district personnel to discuss issues related to internship.

Stakeholders are involved through employer surveys and rehire surveys. Data from these surveys show that employers are highly satisfied with USF graduates.

The COEDU annually prepares the IPEP with input from programs and departments.

**SUMMARY:**

This IPEP was prepared as a follow up to the April 2006 site visit by the FL DOE and NCATE. All programs, with the exception of Guidance and Counseling and School Psychology were fully approved by the DOE. Guidance and Counseling and School Psychology were conditionally approved pending a response to weaknesses cited. The COEDU has plans in place to address weaknesses cited by the FL DOE. These include:

- Developing an ESOL course for School Psychology and Guidance and Counseling and a reading course for Guidance and Counseling.
- School Psychology will document the integration of reading competencies in the curriculum.
- Guidance and Counseling and Music Education will document their assessment system in regard to the Accomplished Practices.

No areas for improvement were cited by the NCATE site visit team.

Data from Title II, internship assessments and employer surveys continue to indicate high rates of success for our graduates.