2009 Part C of the AACTE / NCATE Annual Report

Section 1 - Institutional Information

<table>
<thead>
<tr>
<th>NCATE ID:</th>
<th>10598</th>
<th>AACTE SID:</th>
<th>4280</th>
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<tbody>
<tr>
<td>Institution:</td>
<td>University of South Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit:</td>
<td>College of Education</td>
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<tr>
<td>Deadline to Submit Final Version of Part C:</td>
<td>01/31/2010</td>
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<td>Next Accreditation Visit:</td>
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<td>Last Accreditation Visit:</td>
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Section 2 - Individual Contact Information

| Unit Head Name: | Dr. Colleen S. Kennedy |
| Unit Head Email: | kennedy@coedu.usf.edu |
| Unit Head Phone: | (813) 974-3826 |
| Institution Unit Phone: | (813) 974-3400 |

| 2nd Unit Head Name: | |
| 2nd Unit Head Email: | |
| 2nd Unit Head Phone: | |
| 2nd Unit Head Fax: | |

| 1st NCATE Coordinator: | Ms. Pamela Magasich |
| 1st Coordinator Title: | NCATE Coordinator |
| 1st Coordinator Email: | pmagasic@coedu.usf.edu |
| 1st Coordinator Phone: | (813) 974-8777 |
| 1st Coordinator Fax: | (813) 974-3826 |

| 2nd NCATE Coordinator: | Dr. Michael Stewart |
| 2nd Coordinator Title: | Associate Dean for Educator Preparation |
| 2nd Coordinator Email: | mstewart@coedu.usf.edu |
| 2nd Coordinator Phone: | (813) 974-9063 |
| 2nd Coordinator Fax: | (813) 974-3826 |

| 3rd NCATE Coordinator: | |
| 3rd Coordinator Title: | |
| 3rd Coordinator Email: | |
| 3rd Coordinator Phone: | |
| 3rd Coordinator Fax: | |

| CEO Name: | Dr. Judy Genshaft |
| CEO Title: | President |
| CEO Email: | jgensha@admin.usf.edu |
| CEO Phone: | (813) 974-2791 |
| CEO Fax: | |

Section 3 - Completers

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2008-2009 academic year?

976

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2008-2009 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master’s, specialist, or doctoral program. The programs are not tied to a state license.)

Section 4. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. Changes in program delivery from traditionally delivered programs to distance learning programs in which more than 50 percent of the courses are not delivered face-to-face.

<table>
<thead>
<tr>
<th>Program</th>
<th>Level</th>
<th>Degree Level</th>
<th># of Candidates Enrolled</th>
<th>Action</th>
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<tbody>
<tr>
<td>Gifted Education</td>
<td>ADV</td>
<td>Master</td>
<td>26</td>
<td>Changed</td>
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<td>Career and Technical Education</td>
<td>ADV</td>
<td>Master</td>
<td>42</td>
<td>Added</td>
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<tr>
<td>Physical Education</td>
<td>ADV</td>
<td>Master</td>
<td>55</td>
<td>Added</td>
</tr>
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</table>

2. Addition or removal of a level of preparation(e.g., a master’s degree).

3. Change in control of institution. Please indicate any changes in control or ownership of the institution such
as a merger with another institution, separation from an institution, purchase of an institution, etc.

4. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

<table>
<thead>
<tr>
<th>Name of Campus</th>
<th>Location</th>
<th>Leads To Licensure In Home State</th>
<th>Program can be completed here</th>
<th>To be included in NCATE Review</th>
<th># of Candidates Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>*South Florida Community College</td>
<td>Avon Park Same State as the Home Institution</td>
<td>Yes</td>
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<tr>
<td>Citrus County School District</td>
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<tr>
<td>Polk County School District</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

5. Significant change in budget, which is defined as a 25 percent increase or decrease in the overall unit budget from the previous reporting year.

6. Significant change in the size of the full-time faculty, which is defined as a 25 percent increase or decrease from the previous reporting year.

7. Significant change in candidate enrollment, which is defined as a 25 percent increase or decrease from the previous reporting year.

8. Changes in the delivery of a program in whole or in significant part by a non-profit or for-profit partner (e.g., the institution has contracted with an external entity to deliver all master’s programs).

9. Significant changes as the result of a natural disaster such as a hurricane or tornado or other unusual conditions.

Section 5. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:

In the spring of 2009, a committee composed of COEDU faculty and candidates, faculty from Arts & Science, and Music, and local school personnel was convened to review the conceptual framework. The committee was charged with: 1) reviewing the candidate outcomes and dispositions to determine if these still reflected the goals of the COEDU and its stakeholders, and 2) updating and revising as necessary the knowledge base supporting the expected candidate outcomes. The committee determined that the candidate knowledge, skills and dispositions expressed in the “CARE” theme of the conceptual framework were still valid and reflective of the College’s goals and values. The knowledge base was updated with recent scholarship that supports candidate outcomes. Faculty were given the opportunity to review, and comment upon, the draft of the revised conceptual framework once the committee had completed its work. The draft of the revised conceptual framework will be presented to the faculty council in academic year 2009-10.

Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments
The latest Title II data indicate a 100% pass rate in all Florida Teacher Certification subject areas. The pass rate for both the Basic Skills test and the Professional Education test are 100%.

Survey data from Exit Surveys and Alumni Surveys show a high degree of satisfaction with COEDU programs. Initial teacher preparation (ITP) surveys items are closely articulated with the Florida Accomplished Practices.

In 2008, the Florida Department of Education launched an alumni survey of initial teacher preparation graduates of state institutions currently employed in their first year of teaching. The data for these surveys are shared with each institution for their graduates. The Alumni survey uses a 1-4 scale (1 = ineffective; 2 = not very effective; 3= effective; 4= very effective) in determining alumni perceptions of how effective their preparation program was in various aspects of the Florida Accomplished Practices and other state core curriculum requirements.

The COEDU conducts an Exit survey of initial teacher preparation graduates. Items related to the Accomplished Practices (APs) are grouped according to the knowledge and skills in NCATE standards 1 and 4: Content Knowledge, Pedagogical Content Knowledge, Professional and Pedagogical Knowledge, Student Learning, and Diversity, and composite mean scores for each knowledge/skill area are calculated. Items are evaluated on a five point scale (1 = Weak, 2 = Fair, 3 = Satisfactory, 4 = Strong, and 5 = Outstanding).

Final Internship assessment results (including dispositions) are reported in Standard 3.

Candidates in initial teacher preparation are assessed through a variety of assignments related to the 12 Florida Accomplished Practices (APs) through the Chalk & Wire e-portfolio and data base. Assessments are scored an 1 (unsatisfactory) to 5 (outstanding) scale.

Content knowledge is measured through AP 8 Knowledge of Subject Matter. For 2008-2009, assessments of content knowledge ranged from 4.02 to 4.46 across undergraduate programs. For MAT programs, scores ranged from 4.06 to 4.85.

In the COEDU Exit Survey (1-5 scale), initial preparation bachelor’s degree candidates (N= 320) rate their preparation in content knowledge as 4.3; MAT candidates (N=23) rate their preparation as 4.0.

Pedagogical content knowledge is measured through assignments related to APs that incorporate (#4) Critical Thinking; (# 7) Human Development and Learning; (#9) Learning Environments; and (#12) Technology. Across undergraduate initial preparation programs, scores for assessments of these various components of pedagogical content knowledge ranged from 4.0-4.62 Critical Thinking; 4.0-4.57 Human Learning and Development; 3.65 -5.0 Learning Environments; 4.0-4.75 Technology.

Across MAT programs, scores for these assessments range from: 4.0-5.0 Critical Thinking; 4.42 – 5.0 Human Learning and Development; 4.42-5.0 Learning Environments; 4.49- 5.0 Technology.

In the COEDU Exit Survey, initial preparation bachelor’s degree candidates (N=321) rate their preparation in professional content knowledge as 4.1; MAT candidates (N=23) rate their preparation as 3.9.

In the Alumni Survey conducted by the Florida Department of Education (1-4 scale), unit alumni rate preparation in Accomplished Practices related to professional and pedagogical content knowledge as “effective”: (#4) Critical Thinking 3.37; (# 7) Human Development and Learning 3.38; (#9) Learning Environments 3.41; and (#12) Technology 3.17.

Professional and Pedagogical Knowledge is assessed by APs that incorporate (#2) Communication; (#3) Continuous Improvement; (#5) Diversity; (#6) Ethics; (#10) Planning; and (#11) Role of the Teacher. Scores for undergraduate programs for assessments related to these APs range from: 3.16 – 5.0- Communication; 3.91 – 4.65 Continuous Improvement; 3.96 – 4.44 Diversity; 4.0 – 4.91 Ethics; 3.72 – 5.0 Planning; 3.89 – 4.70 Role of the Teacher.

For MAT programs, scores for assessments related to these APs range from: 4.29 – 5.0- Communication; 4.40 – 5.0 Continuous Improvement; 4.32 – 5.0 Diversity; 4.65 – 5.0 Ethics; 4.0 – 5.0 Planning; 4.0 – 5.0 Role of the Teacher.

In the COEDU Exit Survey, initial preparation bachelor’s degree candidates (N=321) rate their preparation in professional and pedagogical knowledge as 4.2; MAT candidates (N=23) rate their preparation as 3.9.

In the Alumni Survey conducted by the Florida Department of Education (1-4 scale), unit alumni rate preparation in Accomplished Practices related to professional and pedagogical knowledge as “effective”: (#2) Communication 3.38; (#3) Continuous Improvement 3.34; (#5) Diversity 3.45; (#6) Ethics 3.63; (#10) Planning 3.41; and (#11) Role of the Teacher 3.35.

Student Learning is measured by AP 1 Assessment, as well as the “continuous teaching cycle” portfolio, piloted in academic year 08-09, that candidates complete as part of the final internship (See Standard 3).

Across undergraduate programs, scores for AP 1 range from 4.02 to 4.46. For MAT programs, scores range from 3.80 to 4.02.

In the COEDU Exit Survey, initial preparation bachelor’s degree candidates (N=322) rate their preparation in student learning as 4.0; MAT candidates (N=23) rate their preparation as 3.7.

In the Alumni Survey (1-4 scale), unit alumni rate preparation in Accomplished Practices related to student learning as “effective”: (1) Assessment 3.30.

At the advanced level, the Master’s Exit Survey (N=57) conducted by the unit provides graduating advanced master’s candidates with an opportunity to rate their perceptions of preparation in a number of areas on a scale of one to five (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, and 5 = Strongly Agree). This survey is completed by candidates in masters’ programs for the advanced preparation of teachers, as well as other school professionals. Candidates indicate being “well prepared in my area of specialization” with a mean score of 4.2; “confident in my ability to use appropriate technologies in my work” (4.3); and “well prepared to critically evaluate the literature in my field” (4.3). Candidates agree that their program fostered dispositions such as reflective thinking (4.4), ethical and professional conduct (4.5), respect for diversity (4.4), respect for multiple perspectives (4.5) and a desire to work collaboratively (4.5). Respondents who are experienced classroom teachers (N=37) agreed that their program prepared them to monitor student progress using strategies that are appropriate to learning outcomes (4.3), apply self reflection to future instructional plans and activities (4.5); use a variety of developmentally appropriate
Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Please describe the unit's plans for and progress in meeting this standard.

The continuous teaching cycle portfolio was implemented in the fall of 2008 by Secondary Education and Childhood Education and Literacy Studies. In this assessment, candidates are required to plan standards-based lessons, conduct pre-and post assessments of student learning, and consider alternative strategies. The successful completion of the continuous teaching cycle portfolio is a required component of final internship.

The Director of Assessment collects data from surveys and final internship assessments. These data are disaggregated by program and a report is sent to each program in the Data-based Programmatic Analysis and Review (DPAR). Results are reviewed in department meetings and actions based on the data are considered. A report of the programs' review and analysis and actions based on the data is returned to the Director of Assessment and the Associate Dean for Educator Preparation.

Selected programmatic changes as a result of survey data, program assessment data, or feedback from stakeholders include:

- Based on feedback provided in exit interviews with candidates as well as aggregated program assessment data, the Early Childhood Education faculty have planned modifications in courses to enhance the teaching and learning process (i.e., integration of technology, increased focus on classroom management, and addressing challenging behaviors in the classroom).

- Exceptional Student Education faculty will co-teach behavior management with faculty from the Department of Childhood Education and Literacy Studies, and structure a common field experience partnering elementary education majors with special education majors at strategic school sites selected in partnership with district input.

- Exceptional Student Education undergraduate program is developing a module on Assistive Technology and have added a segment on assistive technology in EEX4243 (Educating Exceptional Adolescents and Adults). The use of Assistive Technology has also been added as a criterion to the Unit Plan Key Assessment.

- In the Exceptional Student Education MAT program, an increased emphasis on Response to Intervention (RTI) and the problem solving model. This includes expanding program course content on progress monitoring, problem solving around student achievement challenges, and matching evidence-based interventions to identified student learning needs.
The Early Childhood program has initiated preliminary discussions about the development of an MAT in early childhood (which would offer an internship and preparation for certification). A county-wide needs assessment is being conducted through the Hillsborough County Early Childhood Professional Development Collaborative, which has representation from program faculty. The findings will be used to guide program development.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

**Standard 3. Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:

The unit is moving toward the “target level” with regard to collaboration in the design and delivery of programs and candidate experiences through on-going and new partnership efforts between the COEDU and its school partners. School faculty participated in the redesign of the final internship evaluation instrument in the 2007-2008 academic year, and served on the committee that was convened during the spring of 2009 to reexamine and revise the unit’s conceptual framework. Agreements were made with three elementary schools in Hillsborough County (two urban, one suburban) to establish clusters of interns in those schools with the commitment of the principals and teachers to have all personnel engaged in the model. A plan was agreed upon to expand this model to three additional elementary schools next year with the possibility of several early childhood centers and one high school.

The College of Education faculty has developed a model College/School district partnership agreement for use in establishing understandings between the COEDU and school districts. The agreement includes provisions for supervision of candidates, research, grant writing, and professional development for school personnel. This year the new formal agreement was implemented at the Professional Development Schools (Pizzo Elementary School and Weightman Middle School) and next year it will be implemented with the USF Patel Partnership School with possibilities of others.

The Professional Development School partnership at Weightman Middle School in Pasco County was strengthened with formal planning meetings between school administrators and teachers, the Dean’s Office, and the Department of Secondary Education. A faculty liaison and a graduate assistant were assigned to the school to provide leadership and enhance research and grant opportunities.

Exceptional Student Education continues to use a clinical partners model. Faculty work collaboratively with school personnel in the selection and assignment of practicum placements. Faculty spend time on-site and work in partnership with school personnel to design and deliver appropriate experiences. A number of partner schools have been established at the elementary, middle, and high school levels. Each semester schools are selected based on the courses being taught and linked course requirements for each of three practicum placements. During final internship, school-based “professional practice partners” are master teachers who complete a three hour COEDU graduate course “Mentoring Novice Teachers” and serve a dual role of cooperating teacher and university supervisor. Monthly meetings are held between faculty and partners to discuss candidate progress.

Candidates in final internship are highly successful. Of the 354 interns enrolled in internship in fall 2008, 312 (88%) successfully completed (3 unsatisfactory; 39 withdrew), and of the 537 enrolled in spring 2009, 476 (89%) successfully completed (2 unsatisfactory; 59 withdrew).

Candidates are successful in demonstrating knowledge, skills, and dispositions that positively impact learning for all students. Interns are evaluated by university supervisors and cooperating teachers using the Final Internship Evaluation, which rates the intern on a number of skills and dispositions based on the Florida Educator Accomplished Practices for teachers. The items are rated on a 1 (unsatisfactory)-5 (exceeds expectations) scale. The individual items are then grouped according the knowledge and skills in NCATE Standards 1 and 4: Content Knowledge, Pedagogical Content Knowledge, Professional and Pedagogical Knowledge, Student Learning, and Diversity, and composite mean scores for each knowledge/skill category are calculated.

Undergraduate and graduate initial preparation interns receive high scores from cooperating teachers and university supervisors in all knowledge/skill areas related to the NCATE standards. Based on the 1 (unsatisfactory)-5 (exceeds expectations) rating scale used on the Internship Evaluation instrument. Undergraduate and graduate initial preparation interns received composite mean scores in each knowledge and skill area in the 4 (proficient) + range from both cooperating teachers and university supervisors.

The final internship evaluation includes several dispositional items, based on the FL Accomplished Practices and correlated with the unit’s conceptual framework. The evaluation is completed by university supervisors and cooperating teachers using a scale of
Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:

Attention to diversity in courses and experiences, and providing candidates with the opportunity to interact with diverse peers, faculty and P-12 schools is a strength of the College of Education and the unit is moving toward the target level of this standard in several respects.

The faculty continue to seek ways to enrich courses and experiences related to diversity to advance candidates’ development of multicultural competence. The results of faculty focus groups concerned with infusing diversity into curricula and courses, and faculty efforts to advance development of multicultural competence have been published in Journal of Diversity in Higher Education (2009, Vol 2, No. 3, 127-135). The Diversity Committee is currently considering options for providing additional courses, experiences and recognitions related to cultural competence, such as a diversity honors program, or a diversity endorsement or certificate. Also under consideration are a series of podcasts, produced by candidates, focused on “culturally competent” teaching. The podcasts would be directed at pre-service and in-service teachers, featuring classroom teachers using a variety of instructional strategies appropriate for diverse learners.

The Diversity Committee hosted a series of Brown Bag Critical Friends Discussions related to teaching and learning as scholarship, with a focus on enhancing the diversity knowledge and skills of COEDU candidates. Faculty presented educational resources (e.g., research, assignments, case studies, learning activities, discussion formats, teachable moments strategies, etc.) used in classes for the purposes of enhancing cultural competence of candidates. Materials were peer reviewed (including written comments to be shared with the faculty member submitting materials), with dialogue between presenters and reviewers, and then among all participants.

The “Difficult Dialogues Seminar” is another faculty development activity focused on helping candidates develop diversity knowledge and skills. This seminar, open to all faculty, graduate assistants, and adjunct instructors in the COEDU, explored not only the struggles that faculty sometimes experience when discussing sensitive issues in class, but also the strategies that have been found to be effective in managing difficult dialogues. Participants reflected on real-world case studies, discussed possible student reactions and development in the college classroom, and explored effective strategies for building community and diffusing conflict.

The COEDU faculty Diversity Committee continues to sponsor annual diversity forums: “Creating Teaching Opportunities from..."
Critical Issues.” A series of three forums is held throughout the fall semester. Forums are open to candidates and faculty in educator preparation programs in the COEDU. Candidates, school personnel, and USF faculty participate in panel presentations and discussions open to the audience. Assignments in some core courses are linked to forum content. Forums are available as Podcasts or videos on the COEDU website. Fall 2008 diversity forums focused on “Racism: Whiteness in the Classroom: Understanding Who We Are,” intended to help faculty, candidates, and school personnel develop awareness, comfort and competence in addressing and discussing issues of race in the classroom and school settings.

The COEDU Diversity Committee was once again recognized by the USF Office of Diversity and Equal Opportunity with a Diversity Summit Honor Roll Award for their leadership in advancing diversity-related activities and inquiry at the 6th annual USF Diversity Summit. As noted in Standard 3, based on the 1 (unsuccessful)-5 (exceeds expectations) rating scale used on the Internship Evaluation instrument, interns received mean scores in knowledge and skill areas related to the NCATE standards, including diversity, in the 4 (proficient) + range. University supervisors and cooperating teachers rate interns on the following skills related to diversity:

- Encourages the exploration of diverse points of view.
- Fosters a classroom community supportive and respectful of individual differences.
- Implements lessons designed to accommodate students’ social, cultural, and linguistic needs.

Adheres to the Code of Ethics and The Principles of Professional Conduct of the Education Profession in Florida.

Data for unit assessments of diversity proficiencies and ethical considerations are reported in Standard 1. Candidates have opportunities to interact with peers from diverse backgrounds in the College of Education, and on campus. For academic year 2008-2009, candidate enrollment data show that approximately 26 percent of College of Education candidates on the Tampa campus are from underrepresented groups (including 2 percent non-resident alien): at the undergraduate level, 25 percent of candidates are from underrepresented groups; 24 percent of master’s degree candidates (including 2 percent non-resident alien), and 29 percent of post-masters advanced degree candidates (including 11 percent non-resident alien). (Dean’s Annual Report) In the fall of 2008, 38 percent of all undergraduates on the Tampa campus are from underrepresented groups, and 34 percent of all graduate students are from underrepresented groups.

The percentage of ranked COEDU faculty from underrepresented groups for 2008-09 is 21 percent. One of five new unit faculty hired in 08-09 is from an underrepresented group.

As noted in Standard 3, the unit ensures field and clinical experiences with diverse P-12 populations. In districts where candidates are placed for field and clinical experiences, school populations of underrepresented racial/ethnic groups range from 30 percent to 64 percent. Students classified as "economically disadvantaged" range from 41 percent to 69 percent. Students with disabilities comprise 12 percent to 18 percent of district enrollments, and English Language Learners approximately 7 percent to 20 percent of district enrollments.

The diversity of P-12 teachers within districts where candidates are placed for field and clinical experiences ranges from approximately 4 percent to 24 percent racial/ethnic minority. The greatest P-12 student and teacher diversity is in Hillsborough County, where the vast majority of candidates are placed for field and clinical experiences.

## Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

## Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:

COEDU faculty are actively engaged in research and service activities related to teaching and learning and the goals of the conceptual framework.

Faculty have recent experiences in P-12 schools and report annually to the Associate Dean for Educator Preparation, hours spent in the schools during the academic year. For the 2008-2009 academic year, faculty in P-12 preparation programs spent a total 27,379 hours in the schools.

The dean’s office provided supplemental funding to tenured and tenure earning faculty to support travel to professional conferences to present research.

A number of publications and presentations are focused on technology and digital age teaching and learning, and diversity, including learners with special needs and English language learners.
Faculty have secured several state grants related to supporting diverse learners and assisting P-12 schools in integrating culturally competent practices:

The Florida Migrant Education Program provides educational/support services and instructional practices to assist migrant children to graduate and pursue post-secondary education.

Personnel Development Partnership to increase the state’s capacity to prepare and retain highly qualified personnel to provide instruction and services to children with disabilities.

Through the David C. Anchin Center (educational research and service, and policy advocacy), faculty will provide research, planning, materials development and training in culturally competent classroom and school leadership for Hillsborough County (2 grants).

In addition, the Florida Center for Instructional Technology, housed in the College of Education, is working with 16 school districts through the Florida Digital Educator Program to provide professional development and training in enhancing the use of technology for teaching and learning.

The COEDU provides support for faculty research activities through the office of the Associate Dean for Research. During the course of the academic year, the research office has sponsored a series of grand oversight and compliance workshops for faculty and research staff. This year, a new Collaborative Research Grant program was established to support faculty efforts to obtain more federal funding.

The USF Office of Research initiated the first USF Research One Week in celebration of faculty, staff and student research accomplishments. The COEDU Office of the Associate Dean for Research participated in the week-long activities and COEDU faculty, staff and candidates submitted over 30 research posters.

On-going community service activities include:

The partnership with Joshua House (a residential shelter for abused and neglected children), that includes student service, service learning, and engaged scholarship, has expanded beyond the involvement of tutors from our COEDU Honors program (SCATT) to faculty and candidates in four educator preparation departments, working with ten middle schools, and numerous community and private sector donors. A Hillsborough County Sheriff’s Community Enrichment Grants are awarded to the COEDU for graduate assistantships to provide oversight and research and to evaluate and validate the effectiveness of the tutorial program for at-risk middle school students.

The Tampa Bay Educational Partnership, a partnership between the College of Education, Anchin Center and the Hillsborough County School District, continues to support interdisciplinary research and grant development opportunities. Over an 18 month period, the Partnership garnered over $70 million in external support for school district programming and faculty, research staff and candidate support. USF will benefit with $27.4 million in research and programmatic support and the school district programmatic benefit is $45.7 million over an estimated two to five year period.

Continued involvement with Hillsborough district as a member of the Council of Great City Schools, which emphasizes our commitment to improving urban education.

One of the primary purposes of the COEDU Laptop Initiative is to support candidates and faculty in the integration of technology into teaching in effective and innovative ways. The Lounge provides walk-in assistance, scheduled workshops, and direct support for faculty projects.

During the 2008-09 academic year, the Laptop Lounge has offered numerous workshops for the COEDU community. Workshop topics included Using Audacity for Research Interviews, Bibliographies with EndNote, Inspiration in Elementary Writing, iMovie for Classroom Podcasts, Using New Features in Blackboard, Podcasting for ESOL Projects, Oral Histories in Social Studies, Online Mapping Tools, and many more.

COEDU faculty have won several awards and recognitions this year, including:

Dr. Darlene DeMarie (Psychological and Social Foundations), serving her second year as a Fulbright Scholar in Limpopo, South Africa, was appointed to the review committee that evaluates Fulbright applications from U.S. Scholars in psychology.

Dr. Dana Zeidler (Science Education) was elected President of the National Association for Research in Science Teaching.

Dr. Bill Blank (Career and Technical Education) was awarded the Chapter Gold Key Award from Epsilon Pi Tau.

Dr. Donna Elam (Anchin Center) was chosen as one of this year’s six recipients of the USF Women’s Leadership Awards and was re-appointed Chair for the Florida Commission on Human Relations.

Dr. Liliana Rodriguez-Campos (Educational Measurement) was awarded a 2008 Faculty Fellowship from the American Association of Hispanics in Higher Education (AAHHE), a special recognition that was just given to 10 Assistant Professors.
**Standard 6. Unit Governance and Resources**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year.

The most significant change in the governance and structure of the unit is the separation of the Polytechnic (Lakeland) and Sarasota campuses from the Tampa campus. These campuses have been granted authority to operate as independent units of the University of South Florida System and are seeking their own regional accreditation through the Southern Association of Colleges and Schools (SACS). These campuses will no longer be considered branch campuses of USF-Tampa and will pursue their own state program approvals and NCATE accreditation.

Several initiatives have been undertaken to strengthen advising procedures within the College:

- Identified pre-education students who were “off-track” for admission to the COEDU and provided individualized advising sessions for them.
- The Office of Student Academic Services developed criteria and processes for referring students ineligible to the COEDU to the transitional Advising Center.
- Conducted a survey administered to pre-education students to determine the quality of service they were receiving.
- Developed a plan to form a faculty advisory board to assist in the development of policies related to undergraduate student advising concerns.
- Provided ethics workshops for candidates entering their final internship experience.

**Resources:**
To help offset the impacts of the state-wide budget crises and reductions in funding to the state university system, efforts have been made by the dean's office, departments, and centers/institutes to reduce costs, maximize revenue, and streamline business practices.

**Personnel:**
The Provost authorized searches for seven faculty positions for the COEDU Tampa campus. Five searches were successful, resulting in the hiring of outstanding faculty at the assistant professor (2), associate professor (1), professor (1), and instructor (1) levels.

**Technology:**
The Technology Action Group (TAG) is a committee of faculty appointed by the dean to represent the interests of faculty with regard to technology in the COEDU. The TAG includes several subcommittees focused on specific technology hardware/infrastructure and professional development needs. During the 2008-09 academic year, TAG focused its attention in three key areas: (1) the development of a website that identifies resources available in the COEDU to faculty interested in integrating technology with their instructional and research goals; (2) promotion of distance learning as a viable delivery system, including exploring the issue of distance-learning course evaluation, and (3) the identification of attributes of a technology rich environment that supports technology integration.

Technology infrastructure enhancements this year include:
- Nine classrooms were outfitted with enhanced media technologies.
- Technology fee grant proposal written requesting funds to replace technology in the remaining COEDU classrooms.
- COEDU building network infrastructure replaced and upgraded.

The COEDU continues to play a leadership role at USF in promoting iTunes U technology. The COEDU's Make It Happen Committee has promoted the use of podcasting in education using iTunes U for distribution of digital academic content on a Mac, PC, iPod or MP3 player. During the 2008/2009 academic year, faculty have continued to use iTunes U to publish candidate work and share course content with candidates.

The Laptop Lounge staff has provided direct support for faculty, candidates, and school community integration of technology for a variety of projects, including:
- Production and support of the Going Green film festival, involving pre-service teachers and sixth-grade students from Learning Gate Community School.
- ESOL Podcasts
- ESOL Case Studies
- Math Book Reviews Podcasts
- Integrating Digital Video workshops for EME 2040 (Introduction to Computers in Education)
- Ongoing support for classroom filmmaking projects at Learning Gate Community School and Carl Sagan Academy.
- Digital storytelling training sessions for Hernando County principals.
- Video recording for podcast of the Diversity Committee Forum.

Technology integration workshops for all undergraduates majoring in Elementary Education with the (Technology Infused Learning (TIL) Program.
Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:

Please indicate how the unit has addressed these Areas for Improvement.

If you have another comments, use the space below: