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College of Education Report to NCATE : 2009-2010

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Section 6. Unit Standards

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Please indicate any significant evaluations, changes, and/or improvements related to Standard 1 that occurred in your unit during this year:

1. The state changed statutory requirements for licensure from prescribed courses to competencies. Based on stakeholder feedback from the professional community asking for more elementary and exceptional education teachers, the faculty developed a merged program with competencies meeting state standards in elementary education, exceptional student education, with state approved endorsements in reading and ESOL (i.e., the BS in Education, BXE). Faculty developed new merged content courses, changed the field experiences to include both elementary and ESE placements, and developed a co-teaching model of course delivery with elementary education and special education faculty working together. The program's candidates, first admitted in Fall 2009, will graduate in Fall 2010 with the knowledge, skills and professional dispositions to teach students in elementary and exceptional student education, as well as reading and ELLs. Simultaneously, the BS in Elementary Education and the BS in Exceptional Student Education were suspended in 2009. Candidates in these programs unable to graduate by Spring 2010 were transitioned into the BXE. The capstone project for the BXE, the Teacher Work Sample (TWS), was designed to include evidence of candidates' impact on student learning.
2. ED Leadership--The final capstone project, the school improvement project, was divided into two sections with each being covered in a separate course to increase the amount of time within which candidates could implement the project and determine its impact. In addition, faculty required all major written assignments in the program to include an annotation of how the assignments were meeting the applicable Florida Principal Leadership Standards (FPLS). EDA 6061: *Principles of Educational Administration* was revised to include direct instruction on the use of data for decision-making and to show evidence of critical thinking and problem-solving techniques from theory to practice. In EDA 6050: *Principles and Practices of Educational Supervision*, faculty added direct instruction about community and business relationships coupled with field experiences as part of the practicum. All changes were in response to reviews of candidate performance on the CDN and from supervisor, stakeholder, and mentor feedback.
3. Reading--As a result of faculty and school principal evaluations of candidates' demonstration lessons, RED 6116: *Current Trends in Differentiated Reading Instruction* was revised to require candidates' use of assessment and diagnostic strategies to determine a child's reading ability, diagnose strengths and weaknesses, and provide remediation. RED 6540: *Assessment in Literacy* was revised to include formal and informal assessments of ELLs and secondary students, continuing a change piloted in the previous year and determined effective by the program faculty in increasing the practice of emphasizing diverse groups of learners in candidates' assessment batteries.
4. Reading program faculty developed and piloted a professional dispositions instrument.

Please indicate how the unit has addressed these Areas for Improvement.
1. A discussion of the conceptual framework (CF) has been added to the adjunct orientations, faculty meetings each semester, Teacher Education Advisory Board agendas, and the Educational Leadership Advisory Board meetings.
2. A discussion of the CF was also added to the first internship seminars.

3. In the advanced programs, faculty include the conceptual framework in their syllabi, review it and highlight its importance during the first class sessions, and make clear connections to the CF's three strands throughout their courses and programs.

Standard 2. Assessment System and Unit Evaluation

Please indicate any significant evaluations, changes, and/or improvements related to Standard 2 that occurred in your unit during this year:
The assessment committee established and implemented a calendar of reporting to monitor candidate performance and manage and improve the unit's operations and programs. As a result, the unit made the following changes:
1. Faculty reviewed candidate submissions to the CDN (the unit's electronic assessment system) and found repetition in candidates' responses to prompts 3 (i.e., *3. Reflect on what you have learned about this Accomplished Practice*.) and 4 (i.e., *4. Write a reflection about what this Accomplished Practice means to you now that you've selected evidence and have written an annotation about it.*). The CDN was revised making prompt 4 optional for the candidates.
2. Faculty reviewed all key assignments in program courses and their alignment with state standards [Florida Educator Accomplished Practices (FEAPs)]. The alignment of key assignments and FEAPs was revised. The result was clearer evidence in each course of how each of the key assignments met the state standards. New sample annotations providing examples of clearer evidence were added to the CDN.
3. The Assessment and Internship Committees added regular monitoring of candidate progress on the CDN to meeting agendas. Select recommendations included: regular meetings of CDN faculty evaluators, group meetings of candidates to respond to questions about the CDN, and increased frequency of review of CDN submissions.
4. The process for CDN evaluation by full time faculty was changed. As a result, faculty are released from teaching a course to review candidate submissions in the CDN and provided training to ensure fairness and consistency in their reviews.
5. The unit established an Internship Committee to review candidate progress at this key transition point for program completion and to monitor decisions about placements. A field for ESOL placements was added to the internship data base to ensure that candidates' field placement with ELLs was systematically recorded and monitored.
6. The policy regarding progress through the ESOL portfolio was changed, requiring candidates to reach bridging on three out of five ESOL standards to enter the final internship.
7. Based on evaluations of practicum supervisors and school district personnel and a review of candidate performance on the FPLS, Educational Leadership faculty added empowerment of teachers to program courses and enhanced the capstone action research project to include an equity audit. In addition, faculty evaluated CDN submissions and found some candidates struggling to meet expected criteria. As a result, each major written assignment was changed to include an annotation describing how it relates to the FPLS.
8. School demographic information for all placements was added to the internship database and to the reports reviewed by the unit's assessment and internship committees.

Standard 3. Field Experiences and Clinical Practice

Please indicate any significant evaluations, changes, and/or improvements related to Standard 3 that occurred in your unit during this year:

1. In development of the BXE, the program was designed so candidates could complete any course-related assignments during their internships. Often, the required age or grade level of the course assignments did not correspond to the age or grade level of the students in the internships. Faculty observed that candidates were not benefitting from the co-requisites. In addition, the advisors reported that having three or four courses as co-requisites for the 6-12 Integrated Internship posed a hardship for candidates, particularly for the unit's part-time students who comprised a majority of candidates in the BXE. As a result, faculty removed all co-requisites with field experiences.
2. Faculty evaluated the candidates' Teacher Work Sample (TWS) projects, the capstone experience for all final internships, in Fall 2009. As a result, faculty recommended a greater emphasis on contextual factors for determining the sample goals, assessment plan, analysis of student work, and how the candidates' teaching related to their target students' learning as documented in the TWS.
3. In the Spring 2010 faculty review of TWS, they found candidates' selection of target students for the TWS was based on contextual factors and comprised a range of students in the candidates' classrooms. Faculty scored the candidates higher on the TWS rubric as a result.
4. In the BXE program, the unit began offering an integrated K-5 internship in Fall 2009 and an integrated 6-12 internship in Spring 2010. In the process of developing knowledge, skills, and dispositions to prepare individuals to become teaching professionals in both elementary and exceptional student education, there are various levels of participation and experience for students in the College of Education, including not only coursework but also exposure to diverse groups of students in K-12 classrooms. These internship experiences were designed to be developmental in nature. The K-5 Integrated Internship Experience takes place in the elementary education class; the 6-12 Integrated Internship Experience takes place in a secondary ESE classroom. The BXE program culminates with a final, full time internship with eight weeks spent in a general education classroom and another eight weeks spent in an ESE classroom at the elementary level.

Standard 4. Diversity

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

1. The unit developed an on-line, self-paced, 60-hour ESOL training module for faculty. The training was designed to facilitate compliance with the state's requirement for training of all faculty teaching in ESOL-infused programs. All new, full time faculty in the unit are required to complete the training in their first year of employment. For adjuncts teaching ESOL-infused courses, the unit provides a stipend to complete the training. All full time faculty and adjuncts teaching ESOL-infused courses in the unit are ESOL-endorsed.
2. The first integrated K-5 and 6-12 internships, with placements in both elementary and exceptional student education classrooms, were offered to all undergraduate students based on the merged program requirements of the BXE. The result is that all undergraduate ITP candidates have required field experiences with ELLs, ESE students, secondary reading students, as well as elementary education students, in addition to placements with economically and racially diverse students.
3. In Reading Education, RED 6540: *Assessment in Literacy* was revised to include formal and informal assessments of ELLs and secondary students, continuing a change piloted in the previous year and determined effective by the program faculty in increasing the practice of emphasizing diverse groups of learners in candidates' assessment batteries.

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

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

1. The unit developed an on-line, self-paced, 60-hour ESOL training module for faculty. The training was designed to facilitate compliance with the state's requirement for training of all faculty teaching in ESOL-infused programs. All new, full time faculty in the unit are required to complete the training in their first year of employment. For adjuncts teaching ESOL-infused courses, the unit provides a stipend to complete the training.

2. Two full time faculty in Mathematics Education retired at the end of December 2009 (Rasch and Reeves). The unit also hired three new tenure-track faculty and one full time instructor in August 2009 (Roy in Math Education; Blake in Childhood and Literacy Education; Vanover and Hodges in Educational Leadership)

3. Faculty scholarly work continues to be driven by the mission of the unit, with a significant increase in external grant funding over the previous year, from $1.25 to $1.8 million. All externally funded projects represent the faculty's collaboration with the unit's public school and community partners to engage in inquiry and provide educational services: SunBay Digital Mathematics, a collaboration among the USFSP COE, the Pinellas County Schools (PCS), and SRI International, analyzes the impact of algebraic teaching and learning in 7th and 8th grades using technologically enhanced curricula, technological pedagogical content knowledge, and teacher professional development; Project 10, a statewide transition support project increases access to higher education for individuals with disabilities; Florida Inclusion Network (FIN) provides learning opportunities, consultation, information and support to educators, families, and community members, resulting in the inclusion of all students; and Project StingRay, a statewide pilot project for intellectually challenged 18-21 years-olds with special diplomas, provides participation in a university experience, as well as instruction in independent living skills.

4. As a result of the success of the SunBay Digital math project, the faculty developed a five-course graduate sequence in Middle Grades Digitally Enhanced Mathematics to be launched in Summer 2010, with tuition for the 10 middle school teachers supported by a grant from the Progress Energy Foundation.

5. The unit inaugurated the Alpha Beta Zeta Chapter of Kappa Delta Pi, the International Honor Society in Education, and inducted 42 students and 5 faculty. Two senior, tenured faculty members serve as program advisors.

Standard 6. **Unit Governance and Resources**

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

1. Funded proposals written by Dean Fueyo, in collaboration with the Pinellas County Schools and SRI International, to the Helios and Progress Energy Foundations provided equipment for the math/science teaching lab in the College of Education, Coquina Hall 208, in which are taught all undergraduate and graduate math and science teaching methods courses. The funds were used to purchase a SMART Board

and a 26 laptop mobile cart to allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

2. As part of the university's technology upgrade program, SMART boards were installed in all 7 classrooms in Coquina Hall used by the College of Education.

3. In fiscal year 2010, the budget allocation at the institution was reduced proportionally across all academic units by 13%, representing a 5% cut to the base budget. The remaining 8% cut was supplanted by Federal stimulus dollars, which will run out in fiscal year 2012.