



TITLE II ITP REPORT

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CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

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TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant?	No
Award year	N/A
Grantee Name	N/A
Project Name	N/A
Grant Number	N/A
List Partner Districts/LEAs	N/A
List Other Partners	N/A
Project Type	N/A

UNDERGRADUATE REQUIREMENTS

Transcript - Entry	Yes
Transcript - Exit	Yes
Fingerprint Check - Entry	Yes
Fingerprint Check - Exit	No
Background Check - Entry	Yes
Background Check - Exit	No
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	Yes
Minimum number of courses/credits/semester hours completed - Undergraduate - Exit	Yes
Minimum Undergraduate GPA - Entry	Yes
Minimum Undergraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Entry	Yes

Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	Yes
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	Yes
Minimum Basic Skills Test Score - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	Yes
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	No
Essay or Personal Statement - Exit	No
Interview - Entry	No
Interview - Exit	No
Other - Entry	N/A
Other - Exit	Service Learning, ESOL Quizzes, ESOL Capstone, Reading Capstone, FEAPs Portfolio, Grade of C in Final Internship EDE 4940, Passing final observation
Please specify other entry and/or exit undergraduate admission requirements.	Teacher candidates must pass the Professional Educator's Exam before exiting the program.
What is the minimum GPA required for admission into the program?	2.5
What is the median GPA of individuals accepted into the program in this academic year?	3.08
What is the minimum GPA required for completing the program?	2.5
What was the median GPA of individuals completing the program in this academic year?	3.51

What undergraduate requirements, if any, were modified as a result of COVID-19 for Spring 2020? If applicable, please include any modifications to program exit requirements as well.

GKT Waivers for admission and allowed to graduate with outstanding FTCE (temp cert)

POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program? If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	No
Transcript - PostGraduate - Entry	No
Transcript - PostGraduate - Exit	No
Fingerprint Check - PostGraduate - Entry	No
Fingerprint Check - PostGraduate - Exit	No
Background Check - PostGraduate - Entry	No
Background Check - PostGraduate - Exit	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Entry	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Exit	No
Minimum Postgraduate GPA - Entry	No
Minimum Postgraduate GPA - Exit	No
Minimum GPA in Content Area Coursework - PostGraduate - Entry	No
Minimum GPA in Content Area Coursework - PostGraduate - Exit	No
Minimum GPA in Professional Education Coursework - PostGraduate - Entry	No
Minimum GPA in Professional Education Coursework - PostGraduate - Exit	No
Minimum ACT Score - PostGraduate - Entry	No
Minimum ACT Score - PostGraduate - Exit	No
Minimum SAT Score - PostGraduate - Entry	No
Minimum SAT Score - PostGraduate - Exit	No
Minimum Basic Skills Test Score - PostGraduate - Entry	No
Minimum Basic Skills Test Score - PostGraduate - Exit	No
Subject Area/Academic Content Test or Other	

Subject Matter Verification - PostGraduate - Entry	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Exit	No
Recommendation(s) - PostGraduate - Entry	No
Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	No
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	N/A
Other - Exit	N/A
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	N/A
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	n/a
What was the median GPA of individuals completing the program in this academic year?	N/A
What postgraduate requirements, if any, were modified as a result of COVID-19 for Spring 2020? If applicable, please include any modifications to program exit requirements as well.	N/A

ADMISSION REQUIREMENTS

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	Fall 2019: 103, Spring 2020: 128
Number of students in supervised clinical experience during this academic year	Fall 2019: 103, Spring 2020: 128
Please provide any additional information about or descriptions of the supervised clinical experiences	The number of students in supervised clinical experiences includes students who took at least one "Foundations" course as part of the sequenced program of study in 2019-2020. These "Foundations" courses include 15 hours of supervised, student-led teaching. Faculty teaching the practicum and internship courses are directly involved in mentoring teacher candidates as well as mentoring the k-12 teachers supervising the interns.
What requirements, if any, for the clinical experience(s) were modified as a result of COVID-19? This includes adjustments that were made due to a lack of access to K-12 classrooms to complete student teaching.	In Spring 2020, all Foundation and Practicum level field experience after school closures was completed virtually using video observations and external resources such as ATLAS. Some final interns were able to participate in their placements virtually via Zoom.

ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
Prospective general education teachers receive training in providing instruction to students with disabilities.	Yes
Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	All students in the BS Elem Ed program take EEX 3012 - Educational Needs of Students with Exceptionalities 3 credits Required: 15 hours of foundation-level field experience This course is designed as an introduction to the field of exceptional student education. It is a course that is suitable for teacher candidates who are entering a program to prepare them for careers in working with exceptional children or adults. It is also appropriate for those who may be majoring in other fields but who are interested in becoming familiar with terminology, concepts, and issues that are important for an understanding of the needs of people with disabilities and the types of services that are available to them. Teacher candidates will complete 15 hours of foundation level field experience during this course.
Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in	Students enrolled in EEX 3012 - Educational Needs of Students with Exceptionalities, complete 15 hours of field experience and 4 critical tasks including a research paper and presentation about issues in ESE,

section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	a journal documenting their field experience, service provider interviews, and a co-teaching activity and lesson plan.
Does your program prepare special education teachers?	No
If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	N/A
If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	N/A
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	N/A
Prospective general education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	Graduates of the BS in Elementary Education receive an ESOL Endorsement. They take TSL 4080 Second Language Aquisition and Culture (3 credits) and TSL 4140 ESOL Methods, Curriculum and Assessment (3 credits). They also complete an ESOL Capstone project in Final Internship to demonstrate their mastery of ESOL strategies and their ability to put theory into practice.
Prospective general education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	Our partnership with the School District of Lee County that includes the identification and placement of students in Professional Development Schools, as well as monthly meetings with district representatives, informs our decisions regarding program effectiveness in meeting the needs of local schools. Also, teacher candidate knowledge of diverse student populations is met through careful field experience placement system developed by our field experience faculty and Field Experience Coordinator. There is much variance in populations across our five-county region; therefore, we make sure that teacher candidates are placed in environments that require them to instruct students with disabilities in inclusive settings as well as to instruct culturally and linguistically diverse students.

ACCREDITATION

Are your teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
Are your teacher preparation programs currently approved or accredited?	Yes

Are your teacher preparation programs accredited by the State?	Yes
Are your teacher preparation programs accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)?	No
Please specify other organization(s) that approved or accredited your programs.	N/A

USE OF TECHNOLOGY

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	All students are required to take EME 2040 Introduction to Technology for Educators prior to graduation. This course prepares students to integrate technology into the curriculum and their instruction. Course description: Application of instructional design principles for the use of technology to enhance the quality of teaching and learning in the classroom. The course includes hands-on experience with educational media, emerging technologies, and hardware, software, and peripherals for the personal computer as well as data-driven decision-making processes. Identification of appropriate software for classroom applications, classroom procedures for integrating technologies with emphasis on legal and ethical use, and effective instructional strategies for teachers and students in regard to research, analysis, and demonstration of technology. Students will be provided an overview of the Florida Educator Accomplished Practices, Sunshine State Standards, the Professional Educator Competencies, and the National Educational Technology Standards. Additionally, students complete the following tasks during the program: LAE 4416 - students create a digital newsletter EDE 4223 - students create a virtual field trip TSL 4140 - students create a teacher resource website
Provide a description of the evidence that your program uses to show that it prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.	In EDE 4940 Final Internship as well as in practicum level courses, students complete an assessment project that requires them to use technology to collect data from various assessments, create graphic representations of that data, and analyze the data in a narrative format. Students use this data to plan their instruction and track student progress towards mastery as well as learning gains. They also use this data to identify achievement gaps between subgroups of students, such as ESE and ESOL.
Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable.	In EME 2040 - Intro to Technology for Educators, students explore the concepts of assistive technology as well as universal design for learning. Students complete a group presentation on assistive and adaptive technology as one of the four major projects. The course material includes principles of UDL in Chapter 10 of the textbook "Transforming Learning with New Technologies." Additionally, the FEAPs portfolio assessment for EDE 4940 requires students to document use of "current and emerging assistive technologies" (2i).
Include planning activities and a timeline if any of the four elements listed above are not currently in place.	N/A
Does your program prepare teachers to integrate technology effectively into curricula and instruction	Yes
Does your program prepare teachers to use technology effectively to collect data to improve teaching and learning	Yes
Does your program prepare teachers to use	

technology effectively to manage data to improve teaching and learning Yes

Does your program prepare teachers to use technology effectively to analyze data to improve teaching and learning Yes

ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (19-20) N/A

Teacher Shortage Area: Mathematics Goal (20-21) N/A

Teacher Shortage Area: Mathematics Goal (21-22) N/A

Teacher Shortage Area: Mathematics Goal Met? (19-20) N/A

Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (19-20) N/A

Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020) N/A

Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations. N/A

Teacher Shortage Area: Science Goal (2019-2020) N/A

Teacher Shortage Area: Science Goal (2020-2021) N/A

Teacher Shortage Area: Science Goal (2021-2022) N/A

Teacher Shortage Area: Science Goal Met? (2019-2020) N/A

Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2019-2020) N/A

Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020) N/A

Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations. N/A

Teacher Shortage Area: Special Education Goal (2019-20) N/A

Teacher Shortage Area: Special Education Goal (2020-21) N/A

Teacher Shortage Area: Special Education Goal (2021-2022)	N/A
Teacher Shortage Area: Special Education Goal Met? (2019-20)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2019-20)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-20)	N/A
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2019-20)	100% of program completers will earn an ESOL Endorsement.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2020-21)	100% of program completers will earn an ESOL Endorsement.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2021-2022)	100% of program completers will earn an ESOL Endorsement.
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2019-20)	Yes
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2019-20)	Students enrolled in the BS Elementary Education Program complete all necessary requirements to become ESOL endorsed by program completion.
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-20)	All graduates apply for and receive an endorsement on their Florida teaching certificate in the area of English for Speakers of Other Languages.
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	Students enrolled in the BS in Elementary Education program must complete all ESOL Endorsement requirements in order to graduate.

PASS RATES ON FTCEs

What impact, if any, has COVID-19 had on FTCE accessibility and pass rates for the Spring 2020 cohort?	97% (33 out of 34) of the Spring 2020 final intern cohort were able to take and pass all required FTCE's by graduation. Overall pass rate (best annual attempt) on FTCE Elementary Ed KN/A and Pro Ed for all students testing in AY 2019-2020 was 83% in Fall 2019 and 61% in Spring 2020. 149 students tested in Fall 2019 and 98 students tested in Spring 2020.
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