

**Annual Program Evaluation Plan
for Educator Preparation Institutes (2010-2011)
St. Petersburg College
College of Education
November 2011**

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Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in [Section 1004.85, Florida Statutes](#) and [State Board Rule 6A-5.066](#).

1.1 Curriculum content is aligned with the state-mandated requirements and a process is established to ensure consistent delivery through a competency based program.

- a. **[Florida Educator Accomplished Practices](#) at the pre-professional level are delivered and assessed throughout the program in modules or coursework and in a K-12 setting.**
- c. **[Professional Education Competencies and Skills for Teacher Certification, most recent edition](#) are delivered and assessed in modules and/or coursework and by achievement of a passing score on the Professional Education portion of the Florida Teacher Certification Examination.**

Curricular content delivery is predicated on a uniform syllabus process. The College of Education (COE) utilizes a syllabi management process to ensure all Florida Educator Accomplished Practices (FEAPs)/Professional Education Competencies and Skills (PECs) assignments are documented in syllabi and met in courses and field experiences. All sections of a particular course have the same FEAPs/PECs assignments that are evaluated on common educational plan-specific rubrics or exams, meets the same Major Learning Outcomes (MLOs), and uses the same textbooks. Modification or deletion of any FEAPs/PECs assignment requires approval by the course coordinator and the teaching group for that course. As needed, and throughout faculty work sessions, curricular content is reviewed to address programmatic changes at the state and/or COE level, to modify curriculum and instructional methods, and to formalize general criteria for completion. To ensure instructional cohesion and adherence to state and COE requirements, each adjunct faculty member is assigned a full-time faculty mentor who is the course coordinator for the course that they will be

teaching. The course coordinator's responsibilities include answering questions about the course, explaining the purpose of FEAP/PEC assignments, communicating knowledge, skills, and dispositions necessary for effective learning, and providing ongoing assistance and support throughout the term.

All educational plans use the same FEAP indicators. Some FEAP indicators are assessed in courses common across all plans, with common assignments and assessments. Other FEAP indicators are assessed in educational plan-specific courses, with appropriate assignments and corresponding assessments. The FEAP matrices show the number of times each FEAP is assessed (*please see attached evidence, 1-1-a: EPI FEAP Matrices, by educational plan*). The Professional Education Competencies (PECs) 1-12 are cross-walked with the FEAPs 1-12 as per the FLDOE. PEC 13 is addressed in EDF 3214: Psychology of Learning. PEC 14 is addressed in TSL 3080: Principles and Practices of ESOL I, K-12.

College of Education assessments document demonstration of the FEAPs/PECs and their aligned indicators at the pre-mastery and mastery level. Pre-mastery demonstration occurs during coursework and/or initial field experience. All teacher candidates demonstrate mastery of the FEAPs during the final practicum. Assignments aligned to FEAPs/PECs must be passed with a minimum score on the associated component(s) of the rubric for the assignment (*please see attached evidence, 1-1-b: Sample Assignment Rubric*). A score of 3 (Progressing) or score of 4 (Target) is required on the associated component(s) of the rubric prior to the final practicum to attain pre-mastery. A score of 4 (Target) is required for the final practicum on the associated component(s) of the rubric to attain mastery. To pass any COE course, teacher candidates must demonstrate requisite competencies in all Uniform Core Curriculum (UCC) assignments. Successful completion of the Professional Educators (Pro Ed) portion of the Florida Teacher Certification Exam (FTCE) demonstrates teacher candidate mastery of the PECs.

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

Following the example mentioned above, teacher candidates in the EPI program will be assessed again on FEAP 9.1 in their final practicum. During this final practicum, FEAP 9.1 is assessed with a Pre-Service Teacher Formative/Summative Evaluation form where teacher candidates must attain a

score of 4 (Target). If the teacher candidate does not achieve the required score, either remediation takes place or the teacher candidate must repeat their final practicum.

Based on 2009-2010 APEP feedback received in August 2011, the COE decided to pilot the use of its Formative/Summative form to capture teacher candidate attainment of all FEAPS during their final field experience, which occurs in the second practicum (see sequences of study), effective Fall 2011. Moving the mastery-level demonstration point to the final practicum ensures that teacher candidates will be assessed on each FEAP at least once in coursework and once in a K-12 setting. Due to the fact that feedback was received at the start of the Fall 2011 semester and the cumbersome process of altering the existing matrices to reflect the pilot update, a note reflecting the pilot has been added to all EPI matrices. Additionally, the EPI program is actively working to ensure that candidates demonstrate increasing levels of proficiency and that the alignments between the assessment/activity, indicator, and rubric are appropriate. Per our Performance Improvement Cycle process, the COE has begun a full Needs Analysis for the EPI program as it works to address FLDOE feedback on its 2009-2010 APEP, additional issues identified by faculty and staff, and to migrate to the new 2010 FEAP, 2011 ESOL, and 2011 Reading standards. These changes will be documented in the matrices aligned to the 2010 FEAPs, which will be submitted in Fall 2012.

Teacher candidates demonstrate mastery of the PECs by successfully completing the Professional Education section of the FTCE. St. Petersburg College requires all teacher candidates to pass all portions of the FTCE based on their educational plan. Candidates who have not passed the appropriate portions of the FTCE are offered remediation via faculty advising, tutoring, as well as through Subject Area Exam and Pro Ed study modules available in the Student Commons (an electronic COE forum). During the final semester, the Education Specialist confirms that all state, college, and program requirements have been met prior to program completion and conducts the verification of mastery on the PECs via successful completion of the Pro Ed.

All EPI FEAPs/PECs matrices include the following components: standards, indicators, assignment titles and descriptions, method of assessment, course title where each FEAP/PEC is assessed, and level and type of course in which the standard is demonstrated (Figure 1).

Figure 1. Selection from the EPI Exceptional Student Education, K-12 educational plan FEAP/PEC matrix

I. Florida Educator Accomplished Practices/Professional Education Competencies and Skills for Teacher Certification Educator Preparation Institute (EPI): EXCEPTIONAL STUDENT EDUCATION, K-12 Educational Plan					
Standard	Indicator	Description of Assessment/Activity <i>(Copies of specific methods of assessments cited below can be found in Live Text)</i>	Course Title	Mastery Level	Type
Assessment/PEC 1: <i>The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.</i>	1.1: Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.	Diagnostic Reading Report (RUBRIC): Conduct a diagnostic assessment on one struggling reader. Create a diagnostic report by including: 1) Interpret norm scores, criterion reference scores and diagnostic scores from the extant data (formal-FCAT, Stanford 10, IEP and informal test results DRA, Common Assessments) and summarize the information. 2) Administer the Basic Reading Inventory (Johns, 2008. 3) Summarize the diagnostic assessment scores conducted with the struggling reader K-12. 3) Integrate affective data on the student from the Motivation to Read interview. 4) Synthesize anecdotal observations with all data.5) Explain two tutoring sessions implemented.5)Evaluate the tutoring session and write a plan of action for future lessons. 6) Include a letter to the parent/ guardian that shares the information from the report.	RED 4519 Diagnosis and Remediation in Reading	Pre-mastery	Cours ework
	1.2: Interprets, with assistance, data from various informal and standardized assessment procedures in order to identify and analyze students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.	Assessment Project (RUBRIC): Students will interpret FCAT data trends to identify whether adequate yearly progress (AYP) was met by a K-12 school in Florida. Then students reflect on a teacher's responsibilities regarding classroom assessment practices that promote meeting AYP objectives. Additionally, students will complete a class project in which they will develop diagnostic, formative, and summative assessments for a one-week unit plan using the assigned subject and grade level in a diversely populated hypothetical classroom. Assessments will reflect appropriate adaptations for ESE students and ESOL students at different second language acquisition levels. At least one assessment must be a traditional assessment, one must be an authentic or alternative assessment, and one must be a rubric in order to effectively assess diverse population of students. Then students evaluate their present strengths and weaknesses as a teacher, based on the areas of the assignment which seemed most challenging. Included in this reflection paper should be a statement regarding teachers' ethical responsibilities in assessing diverse student populations (ESE/ESOL).	EDF 4430: Assessment Essentials	Pre-mastery	Cours ework
	1.3: Reviews assessment data and identifies students' strengths and weaknesses.	Diagnostic Reading Report (RUBRIC): Conduct a diagnostic assessment on one struggling reader. Create a diagnostic report by including: 1) Interpret norm scores, criterion reference scores and diagnostic scores from the extant data (formal-FCAT, Stanford 10, IEP and informal test results DRA, Common Assessments) and summarize the information. 2) Administer the Basic Reading Inventory (Johns, 2008. 3) Summarize the diagnostic assessment scores conducted with the struggling reader K-12. 3) Integrate affective data on the student from the Motivation to Read interview. 4) Synthesize anecdotal observations with all data.5) Explain two tutoring sessions implemented.5)Evaluate the tutoring session and write a plan of action for future lessons. 6) Include a letter to the parent/ guardian that shares the information from the report.	RED 4519: Diagnosis and Remediation in Reading	Pre-mastery	Cours ework
	All indicators	Successful completion of the Professional Education portion of the Florida Teacher Certification Exam serves as the mastery demonstration point for this FEAP/PEC.	Graduation Requirement	Mastery	FTCE

Florida Educator Accomplished Practices are listed in the UCC box (Figure 2) on each syllabus along with the Florida Subject Area Competencies (FSACs), ESOL Competencies, Reading Competencies, and Additional Elements.

Figure 2. Selection from RED 4519 syllabus

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

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

COURSE SYLLABUS

RED 4519
DIAGNOSIS AND REMEDIATION IN READING
Master

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

<p>Course Prefix, Section #: RED 4519</p> <p>Credit Hours: Three Credit Hours</p> <p>Co-requisites:</p> <p>Pre-requisites:</p> <p>Day, Time and Campus:</p> <p>Professor:</p> <p>Office Hours: As Posted</p> <p>Office Location:</p> <p>Office Phone:</p> <p>Email Address:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d3d3d3;">UCC Standards:</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">FEAPs: 1.1, 1.3, 10.3</td> <td style="background-color: #ffff00;">Reading Competencies: 1. A.1, 1.B.1, 1.C.2, 1.E.1, 1.E.3, 1.F.3,</td> </tr> <tr> <td style="background-color: #ffff00;">ESOL:</td> <td style="background-color: #ffff00;">1.F.4, 1.F.5, 2.A, 2.F.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,</td> </tr> <tr> <td style="background-color: #ffff00;">FSAC-ELED:</td> <td style="background-color: #ffff00;">3.7, 3.8, 3.9, 3.10, 3.11,</td> </tr> <tr> <td style="background-color: #ffff00;">FSAC-ESE:</td> <td style="background-color: #ffff00;">3.12, 4.1, 4.2, 4.3, 4.4,</td> </tr> <tr> <td style="background-color: #ffff00;">Additional Elements:</td> <td style="background-color: #ffff00;">4.7, 4.10, 5.3, 5.4, 5.5, 5.6, 5.8, 5.12, 5.13</td> </tr> </tbody> </table>	UCC Standards:		FEAPs: 1.1, 1.3, 10.3	Reading Competencies: 1. A.1, 1.B.1, 1.C.2, 1.E.1, 1.E.3, 1.F.3,	ESOL:	1.F.4, 1.F.5, 2.A, 2.F.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,	FSAC-ELED:	3.7, 3.8, 3.9, 3.10, 3.11,	FSAC-ESE:	3.12, 4.1, 4.2, 4.3, 4.4,	Additional Elements:	4.7, 4.10, 5.3, 5.4, 5.5, 5.6, 5.8, 5.12, 5.13
UCC Standards:													
FEAPs: 1.1, 1.3, 10.3	Reading Competencies: 1. A.1, 1.B.1, 1.C.2, 1.E.1, 1.E.3, 1.F.3,												
ESOL:	1.F.4, 1.F.5, 2.A, 2.F.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,												
FSAC-ELED:	3.7, 3.8, 3.9, 3.10, 3.11,												
FSAC-ESE:	3.12, 4.1, 4.2, 4.3, 4.4,												
Additional Elements:	4.7, 4.10, 5.3, 5.4, 5.5, 5.6, 5.8, 5.12, 5.13												

Standards met by teacher candidates in the EPI program are further identified in the syllabus where the assignments are described with their corresponding standards (Figure 3).

Figure 3. Selection from EDG 3410 syllabus, Assignment Section

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours

This course does not have any school based hours. Students are expected to complete their field projects during practicum hours or in their own classroom.

B. Required Assessments

125 points	CHAMPS Self Assessment forms for Modules <u>1,2,3,5,7</u> . These will earn 25 points each when due. All modules must be completed in order to earn an A for the course.
40 points	CHAMPS Self-assessment form for Module 4 (give more details for this module)
60 points	Discussion Board Postings
100 points	Classroom Management Plan (FEAP/PEC 2.1, 2.3, 9.1, 9.3)*
100 points	Behavior Intervention Plan/Positive Behavior Support Project (FEAP/PEC 9.2)*

Ethic's Seminar Attendance and Follow-up paper posted to LiveText (to be completed by EPI students ONLY-required to pass this course.) EPI students must attend an Ethic's Seminar during the semester. *Directions will be given during the seminar on the requirements for the follow-up paper to be posted in LiveText and shared for review with Dr. Niji Odotola. **(FEAP/PEC 6.3)****

- b. Confirmation that the institution is using a state-approved Reading Competency 2 course (approved by Just Read, Florida! Office) or a [Reading matrix](#) showing how Reading Competency 2 of the Florida Reading Endorsement Competencies are assessed and demonstrated, including the following:**
 - 1. Activities for each indicator in Reading Competency 2 showing progress from the theory to the demonstration of the skill (application) with resources listed.**

St. Petersburg College (SPC) Educator Preparation Institute (EPI) programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for details.

1.2. Based on the candidate's educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant. A field experience may be completed on the job under a valid temporary certificate.

- 1. Description of how education plans are created for each candidate.**
- 2. Description of a tracking and placement system for field experiences.**
- 3. Description of how field experiences are evaluated.**

Educational Plans

St. Petersburg College (SPC) offers six educational plans within the Educator Preparation Institute (EPI) program: Elementary Education, K-6; Exceptional Student Education, K-12; Middle Grades Mathematics, 5-9; Middle Grades General Science 5-9, Mathematics, 6-12; and Biology, 6-12 (*please see attached 1-2-a: EPI Course Sequence, by educational plan*). Teacher candidates must select one of the six educational plans and present a valid Official Status of Eligibility in that subject area prior to enrolling in EPI courses.

Feedback on the 2009-2010 APEP indicated a need to clarify how prior experience was used to create a teacher candidate's educational plan. During the 2010-2011 academic year, the COE using its Performance Improvement Cycle determined that the Inventory of Teacher Technology Skills was not providing the requisite data needed to define specialized individual education plans and the use of this assessment was phased out. Regardless of prior work experience, SPC requires all teacher candidates to complete survey level school based hours as well as two formal practicum field experiences. The Office of School Partnerships (OSP) reviews teacher candidates' educational plans to determine appropriate field experiences. All field experiences are supervised by a qualified field supervisor.

All EPI applicants are required to pass the Florida Teacher Certification Exam (FTCE) General Knowledge Test (GK) for EPI admission. Entry into math and science educational plans require applicants to pass the respective Subject Area Exam (SAE). Elementary Education (ELED) and Exceptional Student Education (ESE) teacher candidates must pass their respective SAE in order to graduate.

Tracking and Placement System:

Teacher candidates are immersed in field experiences throughout the EPI program. These experiences prepare teacher candidates in all educational plans to work with students in various grade levels, diverse settings, and in high needs schools. The College of Education (COE) defines high needs schools based on Title I status or a high rate of students receiving free/reduced lunch. Teacher candidates are also required to work with students of varying exceptionalities and performance levels. Also, placements at multiple grade levels are required by the COE to ensure opportunities for teacher candidates to demonstrate a variety of teaching strategies in multiple placement settings. Field experiences include school-based hours (SBH) in multiple settings appropriate to related coursework, and two Practicum level placements (each at a different grade level).

The Office of School Partnerships (OSP) is managed by a director who is responsible for assuring that all placements comply with FLDOE requirements. The OSP tracks placements using an ACCESS database to ensure that teacher candidates are placed in diverse settings. Criteria recorded in the database include: educational plan, assigned school, cooperating classroom teacher (CCT), grade level and supervisor. Monitoring the field experiences enables the OSP to ensure all teacher candidates are prepared to differentiate instruction for K-12 students from diverse cultures, of varying exceptionalities and performance levels.

OSP Placement Processes

The OSP coordinates placements with local school districts for all teacher candidate field experiences. To identify appropriate classrooms for the field experiences, the OSP communicates with local school administrators. The principal (or designee) selects classroom teachers who will serve as CCTs for teacher candidates. Available CCTs names are entered into the ACCESS database. The OSP then selects a CCT for each teacher candidate requiring a field experience.

Teacher candidates submit an application for a field experience to the OSP, which reviews their application and academic schedule to make an appropriate placement (i.e. grade level, subject matter, Title I etc.). Practicum level placements are distributed at a required orientation that occurs within the first month of each fall and spring term. Teacher candidates may seek assistance with school based hour (SBH) placements (see next section for details), or are permitted to identify possible sites for SBH, pending OSP approval.

Placement Levels

School Based Hours (SBH):

SBH are built into related courses taken throughout the EPI program. During the SBH, teacher candidates apply course content in diverse classroom settings by tutoring individual students, tutoring small groups, teaching whole group lessons, when possible, interviewing students and school-based personnel, conducting case studies, and completing additional assignments. Teacher candidates are assigned to a school, or combination of schools, where they can complete SBH. The teacher candidate coordinates with the school's administration to determine which specific settings to observe. In the fall and spring terms, teacher candidates complete a practicum as well as courses requiring SBH. The OSP tries to make the practicum placement in a setting that allows teacher candidates to complete all necessary field experience/SBH. For example, if a teacher candidate is taking an intermediate literacy course and an ESOL course the same term as practicum, the teacher candidate will likely be placed in an intermediate classroom with ELLs for the practicum. If this placement cannot occur, the OSP will arrange for the teacher candidate to go into a separate classroom or a separate school to complete the SBH required for that term.

Practicum Field Experience:

In the fall and spring terms, teacher candidates complete practicum experiences. Each practicum experience is linked to a related methods course taken during the same term. In the related methods course, candidates prepare for instruction in the associated practicum course by designing and adapting lesson plans, learning about standards and instructional goals, discussing curricular issues, practicing instruction, verifying content knowledge, and describing and designing appropriate assessments to measure student learning gains.

All educational plans require teacher candidates to complete two 60 hour practica. The following guidelines are considered when the OSP makes practicum placements:

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

During each practicum, teacher candidates are mentored and evaluated by a COE supervisor who provides specific feedback regarding the teacher candidate's ability to work effectively with students from diverse cultures and of varying exceptionalities and performance levels. Teacher candidates are assessed on their ability to demonstrate attainment of the FEAPs/PECs in both practicum courses. COE supervisors are credentialed as faculty using criteria defined by the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) and must have public school experience in the field.

In addition to the COE supervisor, teacher candidates receive support from other personnel: the on-campus faculty member teaching the methods course aligned with the practicum, and the cooperating classroom teacher (CCT). Together, the COE supervisor, CCT, faculty member, and teacher

candidate comprise the Professional Development Team. The purpose of this team is to mentor and assess the teacher candidate's performance in authentic classroom settings. Each teacher candidate is observed a minimum of three times during each practicum. One of those observations is a videotaped lesson that both the teacher candidate and the faculty teaching the methods course evaluate. Teacher candidates are formally evaluated using the following:

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

Qualified Supervisors:

Field experiences are supervised by qualified educators. Credentials of applicants seeking to supervise teacher candidates are reviewed carefully to assure that all state mandated requirements are met, pursuant to section 1004.85, Florida Statutes. The State of Florida requires EPI field experiences to be supervised by qualified educators who possess one or more of the following credentials:

- Clinical Educator Training;
- Successful teaching experience;
- Professional certificate;
- Mentoring experience;

- Higher level degrees in education.

Supervising faculty members in SPC's College of Education may be assigned supervisory responsibility for both EPI teacher candidates and undergraduate teacher candidates. The COE requires all supervising faculty to meet the same supervising faculty requirements set by the COE: minimum of a master's degree in a related field with 18 graduate credit hours in academic discipline and three or more years of successful teaching experience in a K-12 setting (*please see attached evidence, 1-2-b: Supervising Faculty Credentials Matrix*).

Once hired, a supervisor completes a series of mandatory training sessions coordinated by the OSP. Collectively, these training sessions assure that each supervisor understands:

- Institutional and unit policies and procedures,
- How to use instructional technology (including LiveText, an electronic portfolio management system),
- His/her role in evaluating and providing feedback to teacher candidates using appropriate feedback and assessment forms, and
- Responsibilities of the position.

The series of training sessions results in supervisors who are prepared to assess teacher candidate performance and perform their roles in a consistent manner.

Evaluation of Field Experiences

College of Education assessments document demonstration of the FEAPs/PECs and their aligned indicators at the pre-mastery and mastery level. Pre-mastery demonstration occurs during coursework and/or initial field experience. All teacher candidates demonstrate mastery of the FEAPs during the final practicum. Assignments aligned to FEAPs/PECs must be passed with a minimum score on the associated component(s) of the rubric for the assignment. A score of 3 (Progressing) or score of 4 (Target) is required on the associated component(s) of the rubric prior to the final practicum to attain pre-mastery. A score of 4 (Target) is required for the final practicum on the associated components(s) of the rubric to attain mastery. To pass

any COE course, teacher candidates must demonstrate requisite competencies in all UCC assignments. Successful completion of the Professional Educators portion of the FTCE demonstrates teacher candidate mastery of the PECs.

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

Following the example mentioned above, teacher candidates in the EPI program will be assessed again on FEAP 9.1 in their final practicum. During the final practicum, FEAP 9.1 is assessed with a Pre-Service Teacher Formative/Summative Evaluation form where teacher candidates must attain a score of 4 (Target). If the teacher candidate does not achieve the required score, either remediation takes place or the teacher candidate must repeat their final practicum.

Florida Educator Accomplished Practices are listed in the UCC box (see Figure 2 above) on each syllabus along with the Florida Subject Area Competencies (FSACs), ESOL Competencies, Reading Competencies, and Additional Elements.

1.3 Program faculty are qualified to teach their assigned courses.

1. Faculty must have a master's degree in education or related field and documented P-12 teaching experience.

St. Petersburg College Educator Preparation Institute programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for details. *Please see attached evidence, 1-3-a: Instructional Faculty Credentials Matrix for Instructional Faculty credentials and assigned courses.*

2. The Certification Ombudsperson must be identified.

A representative from Admissions and Records at St. Petersburg College (SPC) is the College of Education (COE) Certification Ombudsperson. The Certification Ombudsperson ensures that each teacher candidate has completed all required coursework, completed all UCC coursework as confirmed by the faculty advisor, passed all sections of the Florida Teachers Certification Examination (FTCE), and met all other SPC graduation and teacher certification requirements. The Certification Ombudsperson assures that all official transcripts list appropriate certification and endorsement areas. The current Ombudsperson is Maria Drew (727) 341-3121 or drew.maria@spcollege.edu.

Standard 2. Candidate Performance

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

2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field experiences and on the Florida Teacher Certification Examinations throughout the continued approval period.

- a. **Candidate evidence of attainment of the [Florida Educator Accomplished Practices](#) is assessed and data are collected throughout the continued approval period. Candidate performance data on the FEAPs are submitted.**
- b. **Candidate evidence of attainment of [Reading Competency 2](#) is collected throughout the continued approval period. Candidate performance data on Reading Competency 2 are submitted.**

Although St. Petersburg College Educator Preparation Institute programs did not receive any weaknesses related to this Standard from our prior year APEP, the COE did revise how mastery-level data are collected on FEAPs in the final practicum and identified a new report for showing candidate performance data aggregated to the program level.

The College of Education (COE) has established an assessment system to collect data on teacher candidates' demonstration of Florida Educator Accomplished Practices (FEAPs)/Professional Education Competencies and Skills (PECs) and Reading Competencies (RC) and their indicators. Alignments to these standards and competencies for each educational plan are detailed in the respective FLDOE matrices. Teacher candidates in the Educator Preparation Institute (EPI) program demonstrate FEAPs/PECs and RCs at the pre-mastery level in courses and/or the initial field

experience. All teacher candidates demonstrate mastery of the FEAPs during their final practicum. Course instructors and/or supervisors assess aligned assignments and faculty advisors monitor teacher candidate progress throughout their program.

Individual Level Data Collection (FEAPs/PECs):

Pre-Mastery Coursework and Fieldwork

For all educational plans, teacher candidates demonstrate competencies with common assignments aligned to FEAPs/PECs that are completed during course and/or fieldwork. Teacher candidates must meet the minimum performance assessment criteria for assignments aligned to specific performance indicators AND earn a “C” or higher in the course.

Using LiveText, SPCs’ COE faculty collect and assess data on each teacher candidates’ progression and mastery of the FEAPs/PECs and their indicators, as well as Reading Competency 2. The COE uses the C1 version of LiveText, which allows for multilevel reporting on teacher candidates, their educational plans, and the overall unit.

The COE uses master syllabi containing assignments aligned to FEAPs/PECs listed in their required assessment sections. Course faculty use common electronic rubrics to assess teacher candidate competencies on the FEAPs/PECs and their indicators. Assignments aligned with FEAP indicators must be passed with a minimum score on the associated component(s) of the rubric. Prior to course completion, a score of 3 (Progressing) or score of 4 (Target) is required on the associated FEAP indicator component(s) of the rubric to attain a pre-mastery level. To pass any COE course, teacher candidates must meet the minimum performance assessment criteria for assignments aligned to specific performance indicators AND earn a “C” or higher in the course. If the teacher candidate does not achieve the required score, remediation occurs with the course faculty and EPI faculty advisor until the standard is met or the candidate does not receive a passing grade for the course. *For an illustration of this process, please see attached evidence, 2-1-a: EPI Performance Cycle.*

Teacher candidates receive specific, individual feedback on their demonstrated FEAP/PEC and Reading Competency performance at multiple points throughout their program. This feedback comes from a variety of sources including:

- EDUCATION SPECIALIST coordinates EPI admissions and graduation requirements, registration, professional development workshops, FTCE pass rates and graduation.
- EPI FACULTY ADVISOR has regular contact with students as an EPI instructor, individual and group advising sessions, and final FEAP/PEC mastery (LiveText).
- EPI FACULTY provide mentoring and guidance through EPI coursework.
- DIRECTOR OF OSP supported by the OSP LIAISON manages and tracks all EPI field experiences and assists students in the development of professional teaching competencies.
- FIELD EXPERIENCE SUPERVISORS work one on one with EPI students during their practica. Supervisors assess student dispositions, evaluate lesson plans and provide feedback on lessons taught.
- CCT's serve as a role model, mentor and coach to EPI teacher candidates.

For courses that involve the practicum field experience, teacher candidates are mentored and coached by a COE supervisor who provides specific feedback on their ability to demonstrate attainment of the FEAPs/PECs. COE supervisors are credentialed as faculty using criteria defined by the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) and must have public school experience in the field.

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

- Pre-service Teacher Disposition form (completed by the field supervisor and the CCT),

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

Demonstration of Mastery

Effective Fall 2011, Mastery of the FEAPs is assessed in all teacher candidates' final practicum using a Pre-Service Teacher Formative/Summative Evaluation form where teacher candidates must attain a score of 4 (Target). Additionally, teacher candidates demonstrate mastery of the PECs by successfully completing the Professional Education section of the FTCE. St. Petersburg College requires all teacher candidates to pass all portions of the Florida Teacher Certificate Examination (FTCE) based on their educational plan. Candidates who have not passed the appropriate portions of the FTCE are offered remediation via faculty advising, tutoring, as well as through SAE and Pro Ed study modules available in the Student Commons (an electronic COE forum). During the final semester, the Education Specialist confirms that all state, college, and program requirements have been met prior to program completion and conducts the verification of mastery on the PECs via successful completion of the Pro Ed.

Individual Level Data Collection (Reading Competency 2):

The process used to monitor teacher candidate progress for the Reading Competency 2 is the same as that used to monitor FEAPs/PECs. The reading competency matrices for each educational plan represent the assessments aligned to the RCs and indicators for the EPI program. Reading matrices follow the Florida Reading Endorsement Alignment Matrix template provided by the Just Read, Florida! office. Course faculty use electronic rubrics, which are located in LiveText, to assess teacher candidate RCs and their indicators. Assignments aligned with Reading competencies are assessed as "met" or "not met" using the UCC Performance Assessment Rubric (UPAR) for the pre-mastery level for all aligned reading competencies in a course. Teacher candidates must demonstrate all requisite reading competencies associated with a course to earn a

passing grade. If the teacher candidate does not achieve the required level, remediation occurs with the course faculty until the standard is met or the candidate does not receive a passing grade for the course.

Teacher candidates receive specific, individual feedback on their demonstrated Reading Competency performance at multiple points throughout their program. This feedback comes from a variety of sources including: course faculty, faculty advisors, field experience supervisors, as well as the cooperating classroom teachers (CCT) in each school/classroom where teacher candidates participate in school-based experiences. Feedback on RC performance is provided through course assessments, field observations, and advising meetings.

Individual Level Data Assessment (FEAPs/PECs and Reading Competencies):

The COE uses the LiveText C1 platform, which has reporting capabilities that provide a comprehensive overview of candidate performance. The COE runs reports on candidate progression using C1. Faculty advisors are able to review teacher candidates' progression on all aligned standards and indicators. These reports guide the faculty advisors in providing feedback and mentoring to teacher candidates on their demonstration of aligned standards and indicators. With the enhanced reporting, faculty advisors provide feedback to candidates during advising meetings by reviewing the "Student Progress Report", where all completed assessments aligned to state standards are collected and reported during the candidate's program. It is during these advising meetings where advisors confirm that candidates have demonstrated successful attainment of all RCs and indicators (*please see attached evidence, 2-1-b: Student Progress Report*).

Program Level Data Collection and Assessment (FEAPs/PEC & Reading)

The LiveText C1 course reports allow access to data by individual instructors, multiple selected instructors (i.e. full time only or adjunct only), or all instructors teaching a given course in a term. Data are also accessible at the program and unit levels.

Figure 4. Selected section of LiveText C1 Course Reporting options

Course Filters

Institution FL: St. Petersburg College: College of Education

Course Section

Note: Once course section (s) is selected, only course related assessment rubrics will display on the select box below.

- Summer 2010 - EDF3214 - 3
- Summer 2010 - EDF3214 - 4
- Summer 2010 - EDF4430 - 1
- Summer 2010 - EDF4430 - 16
- Summer 2010 - EDF4430 - 18
- Summer 2010 - EDF4430 - 19
- Summer 2010 - EDF4430 - 2
- Summer 2010 - EDF4430 - 20
- Summer 2010 - EDF4430 - 22
- Summer 2010 - EDF4430 - 24
- Summer 2010 - EDF4430 - 25
- Summer 2010 - EDF4430 - 26

Filter Course Section by..

- Department
- Term
 - All Terms
 - EPI TERM 0
 - Fall 2010
 - Summer 2010

Assessment Filters

Assessment Rubric

- None --
- All
- EDF 4430 Rubric - Spring 2009 on... - EDF 4430: Analyzing and Interpreting FCAT Results (UPAR) (St. Petersburg College College of Education)
- EDF 4430 Rubric - Spring 2009 on... - EDF 4430: Assessment Project (St. Petersburg College College of Education)
- EDF 4430 Rubric - Spring 2009 on... - EDF 4430: Assessment Project (UPAR) (St. Petersburg College College of Education)

Assessor

- All
- Abrams, Elaine <abrame1234>
- Angeliadis, Maria <angeliadism1234>
- Angerosa, Paul <angerosap1234>

An example of this new report, partly illustrated in Figure 4, above, is EDF 4430. For this example, one semester was selected for all assessments and assessors. The report excluded all non-EPI teacher candidates so that the data reports on EPI program candidates only. As can be seen in the attached evidence, all candidates successfully demonstrated the aligned competency. In addition to the aligned components of the rubric, course faculty are also able to review how candidates fared on non-aligned aspects of the assignment.

In following the COE's Performance Improvement Cycle, the data collected at the program level are distributed to all Course Coordinators for review with their teaching groups. Once the groups review and analyze the data collected from the previous semester, potential changes are discussed, an implementation procedure is created, and the new changes are monitored once again to ensure appropriate results and intended outcomes are being

met. For example, after the completion of the Summer 2010 semester where the COE migrated to the new version, C1 of LiveText, faculty piloted a newly created assessment review form, aimed at helping to document trends in the data.

During Summer 2011, the COE's Assessment Coordinator began to work with a newly available C1 Standards/Outcome Report as a means of providing more detailed information on its programs and the overall unit. An effort was made to validate the findings of these reports and to explain to faculty and COE administrators what information could be gleaned from these reports. Additionally, numerous meetings with LiveText and other institutions utilizing these reports were held. The COE is currently reviewing these findings and has hired a consultant to perform a full Needs Analysis of the COE assessment system, with a focus on migrating to the 2010 FEAPs, 2011 Reading, and 2011 ESOL standards.

Pass rates on the Professional Education portion of the Florida Teacher Certification Examinations are collected throughout the continued approval period.

St. Petersburg College (SPC) Educator Preparation Institute (EPI) programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for narrative details. The table below includes pass rates for the 2006-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011 academic years (SPC did not have completers for the 2005-2006 academic year).

Number of Completers for 2005-2006	Number of Completers for 2005-2006 that passed the Professional Education portion of the FTCE	Percentage of 2005-2006 Completers that passed the Professional Education portion of the FTCE		Number of Completers for 2008-2009	Number of Completers for 2008-2009 that passed the Professional Education portion of the FTCE	Percentage of 2008-2009 Completers that passed the Professional Education portion of the FTCE
N/A	N/A	N/A		37	37	100%
Number of Completers for 2006-2007	Number of Completers for 2006-2007 that passed the Professional Education portion of the FTCE	Percentage of 2006-2007 Completers that passed the Professional Education portion of the FTCE		Number of Completers for 2009-2010	Number of Completers for 2009-2010 that passed the Professional Education portion of the FTCE	Percentage of 2009-2010 Completers that passed the Professional education portion of the FTCE
46	46	100%		43	43	100%

Number of Completers for 2007-2008	Number of Completers for 2007-2008 that passed the Professional Education portion of the FTCE	Percentage of 2007-2008 Completers that passed the Professional Education portion of the FTCE		Number of Completers for 2010-2011	Number of Completers for 2010-2011 that passed the Professional Education portion of the FTCE	Percentage of 2010-2011 Completers that passed the Professional education portion of the FTCE
77	77	100%		53	53	100%

d. Evidence of students' eligibility for Florida temporary certification is collected and maintained throughout the continued approval process.

St. Petersburg College (SPC) Educator Preparation Institute (EPI) programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for narrative details.

2.2 Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences.

- a. A narrative is provided that describes how impact on P-12 learning data are collected during field experience. A formal process for collecting and analyzing results of impact is also described. Results of the data collected are submitted.**

The College of Education (COE) requires teacher candidates to participate in a variety of experiences developed to enable them to design instruction aligned with formative and summative assessments. Throughout coursework, EPI teacher candidates engage in exercises based on simulated or authentic classroom situations. Candidates implement assignments, using real and simulated P-12 student data, to make instructional decisions that can positively impact P-12 student learning gains in the candidates' future teaching experiences.

Sample preparatory assignments requiring decisions based on data include:

- Running records (RED 3309),
- Diagnostic Reading Inventory (RED 4519),
- Observation, review and analysis of how classroom teachers utilize data for decision-making, (EEX 3012)

In an effort to bring all COE processes into further alignment and to ensure consistency between its undergraduate teacher preparation programs and its EPI, the COE implemented a pilot project during 2010-2011. This pilot was based on the current processes utilized to measure candidate impact on P-2 learning for the undergraduate programs and was implemented to ensure that all SPC teacher candidates are assessed on their impact on P-12 student learning and reflection on data driven instruction during field experiences. Teacher candidates enrolled in the secondary and middle grades math and science practicum courses performed a pre/post assessment on at least one lesson that they taught to show their impact on P-12 student learning. Data collection procedures required course faculty members to complete a form that collects information regarding impact on P-12 student learning. This enabled the COE to aggregate data by program and unit. This data was collected, shared with teacher candidates, and used to provide feedback for improvement. During Summer 2011, COE administrators and faculty following the Performance Improvement Cycle reviewed the results

of P-12 impact from the pilot study (*please see attached 2.2: EPI Candidate P-12 Impact Data- 2010-2011*) and 2009-2010 APEP feedback and identified that further clarification of expectations and training of faculty was necessary to ensure that teacher candidates were designing an intervention based on the pretest data. COE administrators and faculty worked together to review expectations and to clarify best practices for collecting appropriate and meaningful data throughout the process. Additionally, in Fall, 2011, the COE began phase 2 of its pilot study and implemented the data collection procedures for measuring impact on P-12 student learning across all EPI educational plans, including Elementary and Exceptional Student Education. Data on the 2011-2012 pilot project will be available by Summer 2012.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.1 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, the percentage of completers hired and their longitudinal retention and rehire rates after the first year of teaching.

- a. A narrative discusses the results of the data collected on employer satisfaction as they impact continuous program improvement. The following must be provided:**
 - 1) Copy of the employer satisfaction survey given to employers one year after candidates complete the program, if institution chooses to develop and use its own**
 - 2) Summary of data from employer satisfaction surveys and how they impact continuous program improvement**
 - 3) Percentage of completers employed in Florida public schools the first year following program completion**
 - 4) Longitudinal retention rates for 5 years.**

St. Petersburg College (SPC) Educator Preparation Institute (EPI) programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for narrative details. Employer satisfaction data, as well as the percentage of completers employed in Florida public schools the first year following program completion and their retention rates are provided below.

Employer Satisfaction Data

Table 1. Response to Employer Satisfaction Survey

Completion Year	# of Program Completers	# of Employed Program Completers	# of Employers Responding to Survey	48. Would you hire another graduate from SPC?
				Yes
2006-2007	46	28	15	100%
2007-2008	77	41	18	94%
2008-2009	37	12	5	100%

As of Spring 2011, when employers of 2009-2010 completers were surveyed, the COE began to collect data on effectiveness of the completer during their first year of teaching. These additional questions are part of the COE's five-year plan for collecting data on P-12 impact during the first year, as outlined in Standard 3.4. Results from the revised survey administered to 2009-2010 completers will be available in the 2011-2012 APEP. *Please see attached evidence, 3-1-a: Employer Survey for 2006-2009 Completers and 3-1-b: Employer Survey for 2009-2010 Completers and beyond.*

New questions for employers of 2009-2010 completers:

Based on student achievement data and how your district defines “teacher effectiveness”, how effective was this SPC graduate in impacting K-12 student learning gains during their first year of teaching in your school?

Unsatisfactory

Developing

Effective

Highly Effective

Not Observed

Please select the range below that represents the impact the teacher had on student learning gains:

less than 25% of students made learning gains

25-49% of students made learning gains

50 - 74% of students made learning gains

75% or more of students made learning gains

Longitudinal Employment Retention Rates

This chart provides Employment Retention data, which reports the percentage of completers who retain employment over a five-year period. The completers identified in the chart have been employed since the first year following the year of their graduation.

Number of Completers for 2005-2006	Number of 2005-2006 Completers Employed in Florida Public Schools in 2006-2007	Percentage of 2005-2006 Completers Employed in Florida Public Schools in 2006-2007	Number of 2005-2006 Completers Employed for a Second Year in Florida Public Schools in 2007-2008	Percentage of 2005-2006 Completers Employed for a Second Year in Florida Public Schools in 2007-2008	Number of 2005-2006 Completers Employed for a Third Year in Florida Public Schools in 2008-2009	Percentage of 2005-2006 Completers Employed for a Third Year in Florida Public Schools in 2008-2009	Number of 2005-2006 Completers Employed for a Fourth Year in Florida Public Schools in 2009-2010	Percentage of 2005-2006 Completers Employed for a Fourth Year in Florida Public Schools in 2009-2010	Number of 2005-2006 Completers Employed for a Fifth Year in Florida Public Schools in 2010-2011	Percentage of 2005-2006 Completers Employed for a Fifth Year in Florida Public Schools in 2010-2011
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Number of Completers for 2006-2007	Number of 2006-2007 Completers Employed in Florida Public Schools in 2007-2008	Percentage of 2006-2007 Completers Employed in Florida Public Schools in 2007-2008	Number of 2006-2007 Completers Employed for a Second Year in Florida Public Schools in 2008-2009	Percentage of 2006-2007 Completers Employed for a Second Year in Florida Public Schools in 2008-2009	Number of 2006-2007 Completers Employed for a Third Year in Florida Public Schools in 2009-2010	Percentage of 2006-2007 Completers Employed for a Third Year in Florida Public Schools in 2009-2010	Number of 2006-2007 Completers Employed for a Fourth Year in Florida Public Schools in 2010-2011	Percentage of 2006-2007 Completers Employed for a Fourth Year in Florida Public Schools in 2010-2011		
46	28	61%	19	68%	18	64%	18	64%		

Number of Completers for 2007-2008	Number of 2007-2008 Completers Employed in Florida Public Schools in 2008-2009	Percentage of 2007-2008 Completers Employed in Florida Public Schools in 2008-2009	Number of 2007-2008 Completers Employed for a Second Year in Florida Public Schools in 2009-2010	Percentage of 2007-2008 Completers Employed for a Second Year in Florida Public Schools in 2009-2010	Number of 2007-2008 Completers Employed for a Third Year in Florida Public Schools in 2010-2011	Percentage of 2007-2008 Completers Employed for a Third Year in Florida Public Schools in 2010-2011				
77	41	53%	36	88%	30	73%				

Number of Completers for 2008-2009	Number of 2008-2009 Completers Employed in Florida Public schools in 2009-2010	Percentage of 2008-2009 Completers Employed in Florida Public Schools in 2009-2010	Number of 2008-2009 Completers Employed for a Second Year in Florida Public schools in 2010-2011	Percentage of 2008-2009 Completers Employed for a Second Year in Florida Public Schools in 2010-2011						
37	12	32%	8	67%						
Number of Completers for 2009-2010	Number of 2009-2010 Completers Employed in Florida Public schools in 2010-2011	Percentage of 2009-2010 Completers Employed in Florida Public Schools in 2010-2011								

43	27	63%								
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3.2 Program completers indicate satisfaction with the level of preparedness for the first year of teaching after completion of the program.

- a. A narrative discusses the results of the data collected on completer satisfaction and how they impact the continuous program improvement process.**
 - 1. Copy of survey given to program completers one year after completion of program, if the institution chooses to develop and use its own survey.**
 - 2. Summary of data from completer satisfaction surveys and how it impacts the continuous program improvement process.**

The College of Education (COE) administers a completer satisfaction survey, entitled Recent Alumni Survey, to program completers from the previous year (*please see attached evidence, 3-2-a: Recent Alumni Survey*). St. Petersburg College makes a concerted effort to obtain completed surveys from all program completers.

The Recent Alumni Survey is conducted annually for program completers using SPC’s follow up survey process. Completers are first contacted by email and asked to complete an online survey. Those who do not respond are sent a second and third email reminder in two-week increments. Completers who do not respond to any of the three emails are followed up with a paper survey sent in the U.S. mail, and two weeks later those who have not responded are sent a second reminder.

As part of the COE’s annual review process, a review of the Recent Alumni Survey administration timeline was conducted by COE faculty and administrators. Using the COE Performance Improvement Cycle, issues were identified with the timing of survey administration. A specific concern was an insufficient amount of time between graduation and completers’ time in the field prior to completing the survey. This discussion prompted an inquiry into current processes. It was discovered that two of the three graduating cohorts would experience approximately one year in the field prior to

being surveyed if all completers were surveyed once per year, at the same time (as are employers). A decision was made to conduct this survey once a year, each November. Results from this annual survey will be presented to administration for preliminary analysis and discussion. Synthesized results will then be presented to the full faculty at a faculty meeting.

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

All completers of EPI program have been surveyed on SPC level items, as well as program-specific questions for COE programs on items such as FEAPs, ESOL and perception of effectiveness on P-12 student learning gains post-graduation since 2006-2007. Since the inception of the COE Recent Alumni Survey, all EPI completers have been sent surveys with an overall response rate of 27%. For 2009-2010 completers, the Recent Alumni Survey was revised to include a 'neutral' option on the scales of some questions to better align questions across the Employer and Recent Alumni Surveys. Results from the revised survey administered to 2009-2010 completers will be available in the 2011-2012 APEP.

Completer Year	Number of Completers	Number of Completers Responding to Surveys	Response Rate
2006-2007	46	11	24%
2007-2008	77	25	33%
2008-2009	37	7	19%

Q22. Would you recommend your program at SPC to others?	Yes	No
2006-07 completers (N=11)	100%	0%
2007-08 completers (N=9)	89%	11%
2008-09 completers (N=3)	67%	33%

Q66. Overall, how would you rate the effectiveness of SPC's teacher preparation program?	<i>"Ineffective"</i> or <i>"Not Very Effective"</i>	<i>"Effective"</i>	<i>"Very Effective"</i>	<i>"Effective"</i> or <i>"Very Effective"</i>
2006-07 completers (N=10)	0%	70%	30%	100%
2007-08 completers (N=21)	0%	62%	38%	100%
2008-09 completers (N=6)	0%	67%	33%	100%

Q67. How effective are you in positively impacting K-12 student learning gains?	<i>"Ineffective"</i>	<i>"Not Very Effective"</i>	<i>"Effective"</i>	<i>"Very Effective"</i>	<i>"Effective"</i> or <i>"Very Effective"</i>
2006-07 completers (N=11)	0%	9%	54%	36%	90%
2007-08 completers (N=20)	0%	0%	70%	30%	100%
2008-09 completers (N=4)	0%	0%	50%	50%	100%

In reviewing the feedback from the 2009-2010 APEP, it is understandable that the reviewer(s) would have concerns about the timing of the Recent Alumni survey and whether or not its distribution period gave completers sufficient time to reflect on their satisfaction with their level of preparedness for the first year of teaching. As part of the COE's annual review process, a review of the Recent Alumni Survey administration timeline was conducted by COE faculty and administrators, and issues were identified with the timing of survey administration. A specific concern was an insufficient amount of time between graduation and completers' time in the field prior to completing the survey. This discussion prompted an inquiry into current processes. It was discovered that two of the three graduating cohorts would experience approximately one year in the field prior to being surveyed if all completers were surveyed once per year, at the same time. A decision was made to conduct this survey once a year, each November. Additionally, the COE believes that *Question 66: Overall, how would you rate the effectiveness of SPC's teacher preparation program?* and *Question 67: How effective are you in positively impacting K-12 student learning gains?* allow completers to express their satisfaction with their level of preparedness for the first year of teaching.

3.3 Number of candidates admitted, enrolled, and completed is collected and reviewed on an annual basis.

- a. The number of candidates admitted to the program, enrolled in the program, and completing the program is collected and analyzed on an annual basis for continuous improvement.**

St. Petersburg College Educator Preparation Institute programs did not receive any weaknesses related to this Standard or make substantial changes to this Standard. Please refer to SPC EPI's 2009-2010 APEP for narrative details. The number of candidates admitted, enrolled in, and completing the program each year is as follows:

Number of Candidates Admitted to Program in 2005-2006	Number of Candidates Enrolled in EPI in 2005-2006	Number of Completers in 2005-2006
84	84	N/A
Number of Candidates Admitted to Program in 2006-2007	Number of Candidates Enrolled in EPI in 2006-2007	Number of Completers in 2006-2007
57	116	46
Number of Candidates Admitted to Program in 2007-2008	Number of Candidates Enrolled in EPI in 2007-2008	Number of Completers in 2007-2008
61	120	77

Number of Candidates Admitted to Program in 2008-2009	Number of Candidates Enrolled in EPI in 2008-2009	Number of Completers in 2008- 2009
52	91	37
Number of Candidates Admitted to Program in 2009-2010	Number of Candidates Enrolled in EPI in 2009-2010	Number of Completers in 2009- 2010
46	104	43
Number of Candidates Admitted to Program in 2010-2011	Number of Candidates Enrolled in EPI in 2010-2011	Number of Completers in 2010- 2011
88	148	53

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

- a. A narrative is provided that describes the plan in place to collect impact on prekindergarten-12 learning data for program completers providing instruction in non-FCAT assessed grade levels and subject areas. A formal process for collecting and analyzing results of impact is also described. Results of the data collected (FCAT and non-FCAT), aggregated to the program level, are submitted.**

Although St. Petersburg College Educator Preparation Institute programs did not receive any weaknesses related to this Standard, the program has recently revised its plan to collect data on candidate impact on P-12 student learning during the first year of teaching following completion of the program.

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

In 2009-2010, the COE developed and began the implementation of a five-year plan to assess candidates’ demonstration of impact on P-12 student learning based on data during the first year of teaching. This plan includes the analysis of FCAT data received by the FLDOE, partnerships with our local districts who are developing definitions of effective teaching, ways to measure student impact, and the review and collection of various student achievement data from different sources identified in the following plan. The plan was revised in August 2011, and the revised plan is outlined below.

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

Year 2 (2010-2011) With a strong commitment to developing synergy with local districts, the COE initiated conversations with district representatives regarding defining impact on P-12 student learning and data collection measures. Additionally, the COE modified its Employer Satisfaction Survey to include questions asking principals for their impression, based on their district's definition of impact on student learning, for SPC completers' first year of teaching. The COE also modified its Recent Alumni Survey to collect data from recent completers regarding level of preparation for impacting student learning gains. Results from the modified Employer Satisfaction and Recent Alumni Surveys of 2009-2010 graduates will be available in the 2011-2012 APEP. The COE continued the process followed in Year 1 regarding the review of FCAT data.

Year 3 (2011-2012) This year will begin with the analysis of the Employer Survey and Alumni Survey data, which will likely impact subsequent questions to be added or modified on the two surveys. During the Fall 2011 semester, FCAT data (or other state-provided student achievement data) from the 2010-2011 academic year should be received from the FLDOE and will be reviewed by the COE Administrative team and then presented for faculty discussion at a faculty meeting during Summer 2012. In addition, the COE will work with Pinellas County to define impact on P-12 student learning and to develop measures that will allow the collection of data on SPC completer impact on P-12 Student Learning in the first year of teaching.

Year 4 (2012-2013) Data from the Employer Survey, Alumni Survey and FCAT reports will be reviewed along with data from the first year of partnering with Pinellas County. This data, as well as the process for working with districts on student learning impact, will serve as the template for collaborating with a second district. These data will be used to create the COE's Formal Report on Measuring Candidate's Impact on P-12 Student Learning to be compiled by the COE faculty and Administrative team. Additionally, the COE will begin working with Hillsborough County

as well to define impact on P-12 student learning and to develop measures that will allow the collection of data on SPC completer impact on P-12 Student Learning in the first year of teaching.

Year 5 (2013-2014) Full implementation of the COE's plan will occur during Year 5, to include annual analysis of Employer Survey and Alumni Survey Data, FCAT Data, and additional data from local districts on completer impact on P-12 Student Learning. In addition, the COE will begin working with Hernando and Pasco Counties to define impact on P-12 student learning and to develop measures that will allow the collection of data on SPC completer impact on P-12 Student Learning in the first year of teaching, thus assessing completer impact on P-12 Student Learning in all four of the COE's partnering districts.

FCAT Data

Figure 5 below displays the number teachers identified with 50% or higher student learning gains based on the 2007-08, 2008-09, and 2009-10 FCAT results. Results from the 2010-11 FCAT have not been provided by the FLDOE to St. Petersburg College at this time.

Figure 5. Teachers Identified with 50% or Higher Learning Gains

Program	Level and Subject Taught	2007-08 FCAT 2006-2007 Completer Year		2008-09 FCAT 2007-2008 Completer Year		2009-10 FCAT 2008-2009 Completer Year	
		Total Teachers/ Subjects	Percentage with 50% or Higher Learning Gains	Total Teachers/ Subjects	Percentage with 50% or Higher Learning Gains	Total Teachers/ Subjects	Percentage with 50% or Higher Learning Gains
Educator Preparation Institute	Elementary Math	3	66.7%	9	77.8%		
	Elementary Reading	3	66.7%	10	90.0%	2	50.0%
	Middle Math	1	100.0%			1	0.0%
	High Math	2	100.0%	2	100.0%		
	Middle Reading	1	100.0%	1	0.0%	1	100.0%
	High Reading			1	0.0%		
600 Total		10	80.0%	23	78.3%	4	50.0%

Source: FLDOE provided FCAT results datasets St Pete 2006-2007 Completers 2007-08 FCAT, St Pete 2007-2008 Completers 2008-09 FCAT, and St Pete 2008-2009 Completers 2009-10 FCAT.

3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on all examinations required for teacher certification.

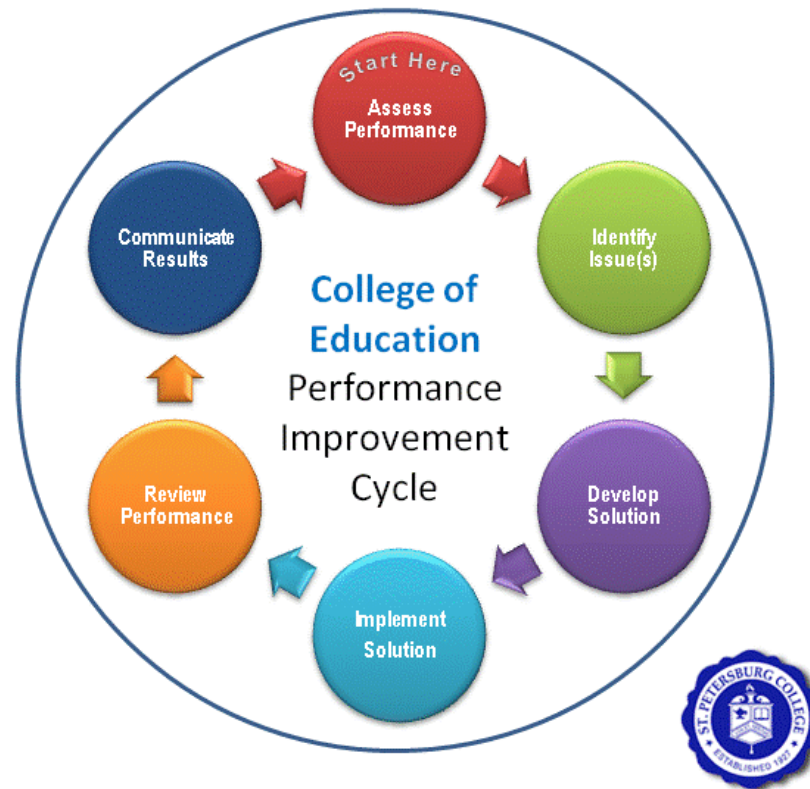
- a. A narrative discusses the results of the annual evaluation process (e.g. APEP, institutional and/or programmatic reports and evaluations) including strengths and weaknesses and how changes have been discussed and implemented. The following elements must be included:**
 - 1. Composition (positions of the members, e.g. assistant dean, program coordinator) of the team involved in the data analysis and in the decision-making process for programmatic change.**
 - 2. Summary of data analysis from Standards 2 and 3.1-3.4 and a description of how it is used for program improvement. The following must be included:**
 - a. Admission and completion data**
 - b. Candidate performance data on state mandated requirements, including Florida Educator Accomplished Practices, Competencies and Skills for Professional Education (most recent edition), Reading Competency 2 and successful strategies for improving reading for low-performing readers.**
 - c. Pass rates on all three Florida Teacher Certification Examinations**
 - d. Candidate impact on P-12 student learning**
 - e. Employer satisfaction, including percentage of completers employed in Florida public schools the first year following program completion, and longitudinal retention rates in the classroom**
 - f. Program completer satisfaction results**

Overview of the Evaluation Process:

The College of Education (COE) utilizes an ongoing, annual evaluation process that focuses on three significant levels within the teacher education programs at St. Petersburg College (SPC): teacher candidate, program, and unit. The COE uses the *Performance Improvement Cycle (PIC)* (Figure 6), which provides an enhanced structure to the evaluation process and includes six phases: Assess Performance, Identify Issues, Develop Solutions, Implement Solutions, Review Performance, and Communicate Results. This cycle ensures that the COE demonstrates the capacity for quality and continuous improvement at the teacher candidate, program and unit levels.

The PIC assists the COE in making data driven decisions by defining assessment as the first step towards improving COE procedures, curriculum, or processes. The data that are assessed can be qualitative, quantitative or both. The focus may be specifically on a curricular element, teacher candidate performance, or communication processes. Once issues are identified, solutions are proposed and implemented by faculty and/or the COE Administrative Committee. Data are then collected, analyzed and evaluated as part of the Review Performance step. Finally, data are communicated to key stakeholders.

Figure 6. College of Education Performance Improvement Cycle



The COE's annual review process produces a summative report. Results of the annual review are shared with faculty in multiple ways. The COE's annual reports are posted in a faculty-accessible LiveText portfolio entitled "COE Procedures, Forms and Notes." Preliminary findings and results of reports are discussed with faculty by the COE's administrative team: Director of Curriculum and Student Success, Director of the Office of School Partnerships, Director of National Center for Teacher Transformation, Assessment Coordinator, and Baccalaureate. Full faculty and program faculty discussions about the implications of the data and how to make improvements in unit and programs take place as a result of the dissemination of these annual reports.

Team Members and Decision Making Process:

The COE has worked to formalize its continuous improvement processes. In Spring 2011, the COE implemented a committee and decision-making structure that includes four committees:

- Administrative Committee,
- Assessment Committee,
- Curriculum Committee, and
- Student Success Committee

As the chair of the Administrative Committee, the Dean oversees the committee structure in order to guide the COE's improvement process. All COE faculty and administrative staff are assigned to one committee with equal representation from both parties. Committees typically meet once a month. Committee agendas and meeting times are posted to the online Faculty forum for review by all COE members. Committee meetings are open to any COE member.

During Administrative Committee meetings, committee chairs summarize faculty/staff discussions related to teacher candidate progression, program and/or unit performance. COE administrators provide the Dean with updates on their work responsibilities and ongoing projects. Additionally,

preliminary reviews of data are conducted during this time. All committee meeting minutes, agendas, decisions, and follow-up items identified during these sessions are posted to the online Faculty Forum.

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

In addition to providing updates and data to faculty, the COE meetings focus on specific topics that promote continuous improvement. Some of the past COE meetings included topics such as improving the Educator Preparation Institute program course of study, updating the professional development plan, and analyzing the forms used in field observations. COE faculty work in program level teams to review data for the purpose of curricular improvements, syllabi updates, and advising information. The Elementary Education (ELED) and Exceptional Student Education (ESE) full-time faculty members serve as course coordinators for specific classes. These course coordinators work with other faculty (including adjuncts) teaching the same course in order to review and update course content. This collaborative work promotes consistency and allows for the authentic knowledge of all team members to contribute to the continuous improvement of courses within the ELED and ESE programs. The secondary and middle grade programs have one full-time faculty member identified as Course Coordinator who is responsible for curriculum changes. However, these faculty work collaboratively to review data in order to assess the implications and recommendations for change in these programs.

External Stakeholders & Decision Making Process:

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

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

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

Throughout the Fall 2010, Spring 2011 and Summer 2011 terms, COE administrators and faculty, utilizing the Performance Improvement Cycle, reviewed data from employer and student satisfaction surveys, EPI strength training surveys, and admissions and enrollment data. This task force worked to examine current FLDOE requirements along with best practices in alternative certification. The goal of the task force was to propose a redesigned EPI program that would serve to attract students from all backgrounds and experiences and maintain the same consistent level of quality and dedication to preparing qualified teacher candidates. The findings of this work are set to be released during Fall 2011 in an EPI Feasibility Study, which will include a proposed comprehensive curriculum model.

Admission and Completer Data

All admission data are collected by the COE Baccalaureate Specialist's Office in the college's information management system, PeopleSoft. Data on admission, enrollment, and completion are then accessed by the COE's Assessment Coordinator who prepares reports such as new enrollment, total enrollment, and completion totals by program and by educational plan for state, SPC, and COE reports. These data are presented to various internal

and external stakeholders and are used to develop new marketing initiatives, augment educational plans and identify strategic advising and mentoring opportunities as well as to assess the success of diversity initiatives, college retention, growth of programs, and course schedule needs.

Admission data are reviewed each semester to determine the current and future trends as well as requirements of the program. The COE makes every effort to maintain programs that address the teacher needs of the local school districts in the service area. When districts identify shortage areas, the COE reviews their programs to determine whether programs may be developed to address these needs.

The COE continually reviews its candidate completion data in an effort to determine whether changes need to be made in program design and course development. Data are submitted in this report and the EPI team evaluates the accuracy of the data and makes recommendations to improve the completion rate when appropriate. Completion data is evaluated to ensure that all teacher candidates have met the FLDOE and COE requirements for program completion.

During the 2010-2011 academic year, the COE admitted 88 new teacher candidates into its EPI program. During the 2010-2011 academic year, the COE had a total of 148 teacher candidates enrolled in the EPI program. Finally, a total of 83 teacher candidates completed their EPI programs during the 2010-2011 academic year, for a total of 256 COE EPI program completers since the program's inception.

Candidate Data on FEAP/PECs and Reading Competency 2

Beginning Summer 2010, the COE began to use LiveText C1 reports to review data collected on state standards for the EPI program, including FEAPs/PECs and Reading Competency 2, in order to report individual candidate performance in more detail. Teacher candidate progress reports specify the courses, requisite critical task assignment(s), assessment data, and teacher candidate progress on meeting the standard and indicator. Reports provide faculty advisors an overall view of a teacher candidate's performance and progression on all standards and indicators. Additionally, the report provides all faculty with the ability to drill down and specifically review one competency or standard area (e.g., Reading only). This information is used to monitor teacher candidate's progress and to assess readiness to advance to field experiences and program completion.

LiveText C1 Reports also allow for the development of reports by course section, assessor, and student profile filters such as gender, ethnicity, and program major. Additional C1 reports allow for a review of Standards and Outcomes Alignment, Curriculum Mapping, and Rubric Statistics. These reports allow the various Coordinators (Course, ESOL, and Reading) and COE Administrators to assess and evaluate teacher candidate, program, and unit level performance on a variety of different measures.

During Summer 2011, the COE's Assessment Coordinator began to work with a newly available C1 Standards/Outcome Report as a means of providing more detailed information on its programs and the overall unit. An effort was made to validate the findings of these reports and to explain to faculty and COE administrators what information could be gleaned from these reports. Additionally, numerous meetings with LiveText and other institutions utilizing these reports were held. The Standard/Outcome reports for each program are attached, however, the data has not been fully validated at this time.

The COE is committed to a data-driven continuous improvement process. The findings from the LiveText C1 migration project, ongoing Assessment Coordinator review of the reports available via C1 and Legacy, and annual review process along with the mandate to migrate to new standards (2010 FEAPs, 2011 ESOL, and 2011 Reading) has led the COE to hire a consultant to perform a full Needs Analysis during 2011-2012. This Needs Analysis will include the identification of the strengths and weaknesses of both the current COE assessment system and the tool (LiveText) utilized to capture data. Different potential assessment models will be reviewed based on best practices and will be grounded in current literature. The Needs Analysis will help to identify the most appropriate assessment model and data collection tool(s). The COE plans to implement its new assessment model by Fall 2012. This should allow the COE to meet FLDOE requirements regarding the implementation of new standards and allow for the reporting of data on teacher candidate progression, program level, and the overall unit per the FLDOE timeline of Fall 2013.

FTCE Performance

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

Impact on P-12 Student Learning

The College of Education collects data from several sources regarding impact on P-12 student learning. Data on EPI teacher candidate impact on P-12 student learning during field experiences were collected via a pre/post assessment activity. As discussed in the 2.2 section of this report, data from the pilot study was collected during Spring 2011 and shared with teacher candidates to provide feedback for improvement. In addition, during Summer 2011, COE administrators and faculty following the Performance Improvement Cycle reviewed the results of the pilot study (*please see attached 3.5-b: EPI Candidate P-12 Impact Data- 2010-2011*). and 2009-2010 APEP feedback. It was determined that a further clarification of expectations and additional training of faculty was necessary to ensure that teacher candidates were designing an intervention based on collected pretest data. COE administrators and faculty worked together to review expectations and to clarify best practices for collecting appropriate and meaningful data throughout the process. Additionally, in Fall, 2011, the COE began phase 2 of its pilot study and implemented the data collection procedures for measuring impact on P-12 student learning across all EPI educational plans, including Elementary and Exceptional Student Education. Data on the 2011-2012 pilot project will be available by Summer 2012.

Data collected from the COE's plan to assess completers' demonstration of impact on P-12 student learning based on data from the first year of teaching are reviewed on an annual basis. An outcome from Year 1 of the plan (as described in 3.4), which occurred during 2009-2010, involved the review and evaluation of FCAT data received from the FLDOE. The COE utilized student achievement data from 2006-2007 and 2007-2008 completers during their first year of teaching. The data file included P-12 student FCAT results by EPI completer for those teaching math and reading in grades four through ten. For the 2007-08 provided dataset, there are 10 teacher/subject combinations, and 80% of the identified completers saw 50% or higher student learning gains during their first year of teaching. For 2008-09 provided dataset, there are 23 teacher/subject combinations, and 78% of the identified completers saw 50% or higher student learning gains during their first year of teaching. Based on the FCAT data analysis and faculty discussions about how to measure student impact, the COE Accreditation Faculty and

Administrative Team developed a detailed five-year plan to assess candidates' demonstration of impact on P-12 student learning for completers not teaching in areas assessed by the FCAT.

During Year 2, FCAT data from the classrooms of 2008-2009 completers was analyzed. Based on the specific degree received by the completers and/or the nature of the teaching assignment that a completer receives at a public school, not all completers were teaching in classrooms where the FCAT was administered. Therefore, only a subset of completers can be evaluated using the state-provided FCAT data. For the 2009-10 FCAT provided dataset, there are only 4 teacher/subject combinations, and 50% of the identified completers saw 50% or higher student learning gains during their first year of teaching. *For a summary of the FCAT data, please see Standard 3.4, Figure 5: Teachers Identified with 50% or Higher Learning Gains.*

Employer Satisfaction

Data collected from employers regarding their satisfaction with COE program completers from 2008-2009 (the most recent year data is available) indicates that employers find SPC completers “generally well prepared” or “very well prepared” compared to other beginning teachers in their first year of teaching (100%). Additionally, all employers of EPI completers indicate that they would hire another graduate from SPC. Employer satisfaction data is one measure that the COE utilizes to assess overall unit success. Data collected from this measure are reviewed and shared with key stakeholders for purposes of continuous program improvement.

Employment and Longitudinal Retention Rates

The COE collects data on both hire rates and length of stay in the classroom. First-year hire rates range from 32% to 63% for all completer years, with 2009-2010 completers having the highest first-year hire rate of all completer years (63%). These data do not include the number of completers that are working in private school or out-of-state settings. Therefore, the number is likely to be higher. There are several factors that impact employment rates for EPI graduates who enter the teaching profession:

1. Employment out-of-state or in a private setting in FL: The Dept. of Education does not provide employment information for completers who work out-of-state (or out of country such as our Canadian graduates) or are working in a private setting within Florida. Thus, SPC is unable to report, with absolute certainty, a more accurate reflection of our hiring rates for EPI completers.
2. Characteristics of the EPI population: Many teacher candidates enter the EPI program as a means of changing careers. Many of them are professionals, working full-time throughout their program to support themselves and their families. With this fact in mind, it should be mentioned that not all EPI completers may have the intention of entering the teaching profession immediately after completion of the program and would therefore not be included in hiring rates.

As of the 2010-2011 academic year, the EPI program is able to report four years of longitudinal employment data for its first group of completers from 2006-2007 (employed during 2007-2008 through 2009-2010). For this cohort, 64% of those completers first hired in 2007-2008 continued to be employed a Florida public school in 2010-2011 (n=18), according the FLDOE file. *For a full report of Longitudinal Employment data, please reference the Longitudinal Employment Retention Rates table in Standard 3.1.*

Completer Satisfaction

Data collected from program completers during the 2008-2009 academic year (the most recent year data is available) indicate that EPI program alumni are pleased with the level of preparation for entering the teaching profession that they received from the COE. One hundred percent of 2008-2009 alumni responding to the survey rated their SPC teacher preparation program as “Effective” or “Very Effective.” A majority, 67%, of 2008-2009 completers said that they would recommend SPC programs to others. Lastly, 100% of 2008-2009 completers said that they felt that they were “Effective” or “Very Effective” in positively impacting K-12 student learning gains. Results from the survey administered to 2009-2010 completers will be available in the 2011-2012 APEP.