



TITLE II ITP REPORT

Printed: 6/2/2020

CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

Salutation	Dr.
First Name	William
Last Name	Crawley
Phone Number	850-474-3246
Email Address	wcrawley@uwf.edu

TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

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

UNDERGRADUATE REQUIREMENTS

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

Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	No
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	No
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	Yes
Minimum Basic Skills Test Score - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	No
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	No
Essay or Personal Statement - Exit	No
Interview - Entry	No
Interview - Exit	No
Other - Entry	Yes
Other - Exit	Yes
Please specify other entry and/or exit undergraduate admission requirements.	Upon entry, students must purchase Tk20 (electronic assessment system), have a minimum cumulative G.P.A. of 2.5 in all previously attempted college work, must pass EDF 1005 with a grade of "C" or higher, submit passing scores on the FTCE General Knowledge exam, complete an application, and participate in a required orientation. Students in the Music Education program must also audition for faculty one semester prior to enrollment. Upon exit, students must pass their respective subject area examination and the Professional Education FTCE exam.
What is the minimum GPA required for admission into the program?	2.5
What is the median GPA of individuals accepted into the program in this academic year?	N/A

What is the minimum GPA required for completing the program?	2.5
What was the median GPA of individuals completing the program in this academic year?	3.58

POSTGRADUATE REQUIREMENTS (ITP)

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

Subject Matter Verification - PostGraduate - Entry	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Exit	Yes
Recommendation(s) - PostGraduate - Entry	Yes
Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	Yes
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	Yes
Other - Exit	Yes
Please specify other entry and/or exit postgraduate admission requirements.	Demonstrate proficiency in ESOL and other elements of the Uniform Core Curricula; complete Professional Education Applicant Disposition self rating upon entry and exit; purchase and activate Tk20; and students admitted to Reading Education Master's summer and fall semesters only.
What is the minimum GPA required for admission into the program?	3.0
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	3.0
What was the median GPA of individuals completing the program in this academic year?	3.97 (summer 2017, fall 2017, spring 2018 completers of Reading Education Master's)

ADMISSION REQUIREMENTS

Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Junior Year, PostGraduate
Please provide any additional information about formal admission requirements.	Undergraduate students must have a 2.5 cumulative G.P.A. for all previously attempted coursework, submit passing scores on the FTCE General Knowledge test, pass EDF 1005 with a grade of "C" or higher, complete an application for admission and complete an orientation requirement. Graduate students in Reading Master's must have a 3.0 G.P.A. on bachelor's degree, meet minimum score requirements on GRE or MAT (if GPA below 3.0), submit a letter of intent, provide two professional references, and demonstrate proficiency in ESOL and elements of Uniform Core Curricula (UCC).
Does your institution conditionally admit students to state-approved teacher preparation programs?	No

Provide a link to your website where additional information about admissions requirements can be found	http://catalog.uwf.edu/undergraduate/teachereducation/ AND https://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/undergraduate-majors/teacher-education-program-admission-requirements/#form AND http://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/graduate-programs/reading-education-med/
Please provide any additional information about or exceptions to the admissions information provided above.	NA

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	200 clock hours are required prior to student teaching for initial teacher preparation at the undergraduate level (includes Field Experience 1 (FE1) and Field Experience 2 (FE2) or equivalent in PE and Music; does not include observation hours). For Reading Master's, candidates are required to complete 50 hours of field experience prior to student teaching.
Average number of clock hours required for student teaching	600 clock hours spent in Student Teaching or Clinical experience for candidates in initial teacher preparation at the undergraduate level (40 hours a week for 15 weeks). For candidates in the Reading Masters, the number of clock hours required in clinical experience is 200 (20 hours per week during 10 weeks).
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10 (4 Associate Professors, 2 Assistant Professor, 4 Instructors)
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	6 adjunct faculty
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	314
Number of students in supervised clinical experience during this academic year	314 candidates completed coursework with clinical/field experience and/or completed culminating student teaching/teaching demonstration in AY 2018-2019
Please provide any additional information about or descriptions of the supervised clinical experiences	Candidates in FE2 complete 25 hours in ESOL placement.

ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and	

receive training in providing instruction in core academic subjects.	Yes
Prospective general education teachers receive training in providing instruction to students with disabilities.	Yes
Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	Students take inclusion, assessment and classroom management courses and have field experience requirements related to this content
Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	Student have course content related to assessment and intervention with students who are challenged. Students also have content and field experience that assist in developing skills in collaboration and communication with parents and students
Does your program prepare special education teachers?	Yes
If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	Students have coursework related to assessment and intervention and effective instructional strategies. Field experience allows students to practice this knowledge
If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	Content demonstration, simulations and field experience are used to develop student skills in collaborating with other professionals and parents.
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	Content demonstration, simulations and field experience are used to develop student skills in collaborating with other professionals and parents.
Prospective general education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	Students complete two ESOL courses and have content infused in 4 other courses. Assessment project, content and practice in classroom management course. Numerous practice activities in inclusion course. Reading and math courses address adaptations for students with special needs. Also, UDL is woven throughout our curriculum.
Prospective general education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	All UWF teacher education candidates receive specific pedagogical training in providing instruction for students with disabilities, limited English proficiency and low socioeconomic status. TEEL faculty are highly trained professionals and include specialists in special education, Applied Behavior Analysis, math education, science education, reading and literacy, and ESOL.

ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply.	State, NCATE/CAEP
Please specify other organization(s) that approved or accredited your programs.	The National Association of Schools of Music

USE OF TECHNOLOGY

Does your program prepare teachers to integrate technology effectively into curricula and instruction	Yes
Does your program prepare teachers to use technology effectively to collect data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to manage data to improve teaching and learning	Yes
Does your program prepare teachers to use technology effectively to analyze data to improve teaching and learning	Yes
Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	In spring 2020, an existing online course (EDG 4373: Elementary and Special Education Integrated Arts) was revised to focus on technology integration. This revision included the development of new course learning outcomes (aligned to the ISTE standards), course readings, instructional modules, and course assignments. The course revision was prompted by the analysis of alumni and employer survey data and observations of teacher candidates, all of which indicated that candidates needed to learn more about effective technology integration. Data from these same measures will be monitored annually to examine the efficacy of the course revision on the ability of candidates and completers to integrate technology in the classroom effectively.
Provide a description of the evidence that your program uses to show that it prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.	In the revised EDG 4373, teacher candidates are introduced to the use of assessment software to collect, manage, and analyze student data to improve teaching and learning.
Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable.	In the revised course, candidates explore technology resources aligned to the three UDL principles and identify ways to reduce learning barriers using such resources. Additionally, the teacher education program infused UDL content across course curricula in a CEEDAR supported effort in 2015-16.
Include planning activities and a timeline if any of the four elements listed above are not currently in place.	N/A

ANNUAL GOALS

In collaboration with Learning House (an on-line recruitment agency), TEEL expanded recruitment into the M.Ed. Curriculum & Instruction

Teacher Shortage Area: Mathematics Goal (18-19)	program, which include cognates of Elementary, Middle Grades, and Secondary Education, as well as the Professional Training Option. All cognates have the potential to further develop the skills to recruit
Teacher Shortage Area: Mathematics Goal (19-20)	Retain candidates that are currently in the UWF-Teach program and continue to actively recruit candidates from Mathematics into the program.
Teacher Shortage Area: Mathematics Goal (20-21)	Continue to provide support for retaining candidates that are currently in the UWF-Teach program and actively recruit candidates from Mathematics into the program.
Teacher Shortage Area: Mathematics Goal Met? (18-19)	No
Teacher Shortage Area: Mathematics Goal Met? (19-20)	N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (18-19)	N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (19-20)	Provide FTCE test support for candidates in the UWF-Teach program who are progressing through the program. Develop Noyce Scholars teacher identity through pairing with a university faculty and a middle/high school STEM teacher in a citizen-math project. Through social media and networking, establish a mentoring program for UWF Noyce Scholars and graduates.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (18-19)	A focus of efforts was shifted to support the recruitment of candidates into the UWF-Teach program, which focuses on recruiting Math teachers via a bachelor's degree in Mathematics with a minor in education that leads to Florida Professional teaching certification. An NSF-grant provides scholarships.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	Continue to focus on the recruitment of candidates into the UWF-Teach program..
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	Goals were not met for 2017-18, as the UWF reinstatement of the Middle Level Education program was not implemented. TEEL provides a Mathematics Tutoring program. The goal of the program is to provide assistance with mathematics currently taught in schools and to help remediate students with any incomplete formal learning. This program also provides pre-service teachers with an early experience to working with students in the area of mathematics. Each semester, TEEL has a group of UWF pre-service teachers helping TEEL's mathematics education faculty.
Teacher Shortage Area: Science Goal (2018-19)	In collaboration with Learning House (an on-line recruitment agency), TEEL expanded recruitment into the M.Ed. Curriculum & Instruction program, which include cognates of Elementary, Middle Grades, and Secondary Education, as well as the Professional Training Option. All cognates have the potential to further develop the skills to recruit STEM majors to obtain professional teaching certifications in Florida.
Teacher Shortage Area: Science Goal (2019-2020)	Retain candidates that are currently in the UWF-Teach program and continue to actively recruit candidates from Biology, Chemistry, Physics and Environmental Science into the program.
Teacher Shortage Area: Science Goal (2020-2021)	Continue to provide support for retaining candidates that are currently in the UWF-Teach program and actively recruit candidates from Biology, Chemistry, Physics and Environmental Science into the program.

Teacher Shortage Area: Science Goal Met? (2018-2019)	No
Teacher Shortage Area: Science Goal Met? (2019-2020)	N/A
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2018-19)	n/a
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2019-2020)	Provide FTCE test support for candidates in the UWF-Teach program who are progressing through the program. Develop Noyce Scholars teacher identity through pairing with a university faculty and a middle/high school STEM teacher in a citizen-science project. Through social media and networking, establish a mentoring program for UWF Noyce Scholars and graduates.
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	A focus of efforts was shifted to support the recruitment of candidates into the UWF-Teach program, which focuses on recruiting science teachers via a bachelor's degree in Biology, Chemistry, Physics or Environmental Science with a minor in education that leads to Florida Professional teaching certification. An NSF-grant provides scholarships for candidates in this program, with appropriate admissions criteria.
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	Continue to focus on the recruitment of candidates into the UWF-Teach program. Since a lack of specific program codes makes it difficult to accurately follow students, ensure specific program codes are established for: Chemistry Teaching and Physics Teaching (Codes have been established for Biology Teaching and Environmental Science Teaching)
Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.	We had our first science student graduate from the program who obtained a science teaching position with a local high school.
Teacher Shortage Area: Special Education Goal (2018-19)	Improve retention and completion rates in special education programs to meet the state shortage demands for special education teachers.
Teacher Shortage Area: Special Education Goal (2019-20)	Increase the number of ELE/Elementary program graduates by 20% within five (5) years to address the critical shortage of special education teachers locally and statewide.
Teacher Shortage Area: Special Education Goal (2020-21)	Improve retention and completion rates of candidates in special education programs to limit the state shortage demands for special education teachers.
Teacher Shortage Area: Special Education Goal Met? (2018-19)	No
Teacher Shortage Area: Special Education Goal Met? (2019-20)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2018-19)	Continue to support and facilitate candidates' completion and retention through the following actions: 1. Provide candidates with access to FTCE practice exams and use the results to target competency-specific supports; 2. Monitor candidates' FTCE results and provide candidates with workshops targeting competencies or certification exam areas in need of improvement; and 3. Provide support to students through a dual-advising model (professional advisors to support scheduling and technical assistance related to program requirements; faculty mentors to support students transition to professional educators).
	Support and facilitate candidates' completion and retention through the following actions: 1. Provide candidates with access to FTCE practice exams and use the results to target competency-specific

Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2019-20)	supports; 2. Monitor candidates' FTCE results and provide candidates with workshops targeting competencies or certification exam areas in need of improvement; and 3. Provide support to students through a dual-advising model (professional advisors to support scheduling and technical assistance related to program requirements; faculty mentors to support students transition to professional educators).
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	Faculty provide FTCE study guides in courses. Encourage candidates to take advantage of additional supports. Ensure all available scholarship funds for ESE/EE candidates are distributed each year. Work with faculty to report candidate academic/non-academic concerns which identify early intervention to provide additional supports, if necessary. Invite high-achieving, local ESE/EE candidates to apply for the Escambia County internships (year-long paid position). Provide Pensacola State College education candidates with access to the FTCE General Knowledge review modules in Canvas (learning management system) in efforts to increase the candidate pool of eligible applicants. Engage candidates through the Teach, Living and Learning Community to support retention efforts. Begin outreach to targeted high school teacher academies, as well as our local state college (Pensacola State College). Academic advisors discuss the advantages of students receiving both exceptional student education and elementary education certification; students are offered individual faculty support in preparing for certification exams as well as group workshop sessions as needed.
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-20)	Faculty provide FTCE study guides in courses. Encourage candidates to take advantage of additional supports. Ensure all available scholarship funds for ESE/EE candidates are distributed each year. Work with faculty to report candidate academic/non-academic concerns which identify early intervention to provide additional supports, if necessary. Invite high-achieving, local ESE/EE candidates to apply for the Escambia County internships (year-long paid position). Provide Pensacola State College education candidates with access to the FTCE General Knowledge review modules in Canvas (learning management system) in efforts to increase the candidate pool of eligible applicants. Engage candidates through the Teach, Living and Learning Community to support retention efforts. Begin outreach to targeted high school teacher academies, as well as our local state college (Pensacola State College). The Placement Coordinator is evaluating placements for the ESE/Elementary candidates to ensure that candidates receive meaningful placements at all grade levels to meet the requirements and breadth of the degree for K-12.
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	The UDL faculty leadership team will conduct professional development during the summer/fall with select local school district cooperating teachers in order to improve knowledge, practices, and use of UDL in field experiences and student teaching so as to better prepare teacher candidates to meet the needs of diverse learners during school district induction. In 2018-2019, TEEL special education faculty will work with St. Pete College to share project findings and train their faculty on UDL.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2018-19)	ESOL faculty will update course curriculum and materials and revisit ESOL standards and course/assignment alignments.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2019-20)	ESOL faculty will update course curriculum and materials and revisit ESOL standards and course/assignment alignments.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2020-21)	ESOL faculty will update course curriculum and materials and revisit ESOL standards and course/assignment alignments.
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2018-	Yes

19) Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2019-20)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2018-19)	ESOL faculty work collaboratively to ensure candidates meet the Sunshine State ESOL standards. Assignments are given that facilitate exposure to culturally and linguistically diverse learners so that they are able to work effectively with English learners.
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2019-20)	ESOL faculty work collaboratively to ensure candidates meet the Sunshine State ESOL standards. Assignments are given that facilitate exposure to culturally and linguistically diverse learners so that they are able to work effectively with English learners.
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-20)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	All UWF preservice teachers (completers) graduate with an ESOL endorsement upon completion of ESOL infused coursework, two stand-alone ESOL courses (TSL 4080 & TSL 4081) and a 25 hour practicum and capstone project. The coursework, practicum, and capstone are designed so that UWF students meet the Sunshine state ESOL standards and are prepared to work effectively with English learners upon graduation.