Standard 1. Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1. What do candidate assessment data tell the unit about candidates’ meeting professional, state, and institutional standards? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results. [maximum of three pages]

The Professional Education Unit (PEU) at UWF is committed to the preparation of candidates who have the content knowledge, professional knowledge and skills, and professional dispositions demonstrated by effective educators. The assurance of high quality programs is evident in the curriculum, systematic assessment procedures, and continual monitoring of candidate progress, program effectiveness, and Unit success to ensure candidates meet Unit, institution, state, and professional standards. The Unit hosts 11 teacher preparation programs of which seven (7) hold current state approval.

The Unit’s initial teacher certification programs (traditional & alternative) were reviewed Fall 2010 and approved by the Florida Department of Education (FDOE) Spring 2011. The approved bachelor’s degree programs are Elementary Education, Exceptional Student Education (ESE), and Middle-level Education. TeacherReady®, the Unit’s non-credit, alternative teacher certification program also holds FDOE approval. The Music Education Bachelor’s degree program was approved by the National Association of Schools of Music (NASM) and is seeking FDOE program approval. Additionally, the advanced degrees in Educational Leadership (master’s & specialists) are FDOE approved programs. Four advanced degree programs do not hold state or national approval: Curriculum & Instruction, M.Ed.; ESE, M.A.; Physical Education, M.S.; and Curriculum & Instruction, Administrative Studies, Educational Leadership, Ed.D.

The Unit assures preparation of highly successful educators by offering curriculum aligned to Unit, institution, state, and professional standards. As candidates move through the set of courses and experiences, they develop content KNOWLEDGE and demonstrate mastery of those proficiencies in their clinical experiences [ACTION]. Alignment of these curricula and experiences to standards are evidence that the Unit has carefully considered current research in the preparation of future teachers and educators [LEADERSHIP].

The Unit expects candidates to develop content knowledge, pedagogical knowledge and skills, and professional dispositions as they move through their programs. Candidate progress is monitored through specific transition points. The transition points for each program are Admission, KNOWLEDGE, ACTION, Graduation, and Post-Graduation [LEADERSHIP]. A central theme measured at several transition points is that candidates know the content they plan to teach. Evidence of content knowledge for all FDOE approved programs is measured through state licensure exams. Our graduates have a 100% pass rate on all required Florida Teacher Certification Exams (FTCE). Additionally, content knowledge is monitored through course-based key assignments and a minimum GPA requirement. Data from key assignments indicate that initial candidates meet or exceed (70% or better) content knowledge expectations for Fall 2009 (86%), and Fall 2010 (93%). Advanced candidates meeting or
exceeding content expectations for Fall 2009 (96%), and Fall 2010 (96%) were equally impressive. Content knowledge is also assessed based on a minimum GPA requirement (2.5 Undergraduate and 3.0 Graduate). The mean GPA for initial graduates was 3.21 Fall 2009, and 3.24 Fall 2010. The mean GPA for advanced graduates was 3.76 for Fall 2009, and 3.69 for Fall 2010. Additionally, annual surveys of employers confirm that each graduate has the knowledge, skills, and dispositions required of a new teacher.

There is strong evidence that initial certification and advanced candidates demonstrate content-specific pedagogy [KNOWLEDGE], utilize a broad range of instructional strategies, and deliver instruction [ACTION] in meaningful ways so students can learn [LEADERSHIP]. Initial certification candidates demonstrate pedagogical content knowledge through key assessments that address planning and classroom management. Concepts related to planning are evident in courses (EDE 4200, EEX 4255, EDM 3230) and TeacherReady® Units 1, 2, 4, 5, and 7. Equally important is the candidate’s knowledge of instructional delivery and classroom management that is specifically addressed in EEX 4261, EDE 4302, EDM 4310, ESE 4322 and TeacherReady® Units 5, 6, & 7. Candidates in advanced programs evaluate instructional decisions in their curriculum course EDE 6206, EDM 6235, ESE 6217, EEC 6263, EEX 5085, EEX 6051, PET 5709, EDA 6503, or EDG 7346 and examine applied pedagogical knowledge through research requirements in EEX 6340, EDE 6911, EDM 6911, ESE 6426, EDA 6503, HLP 6940, or EDG 8980. The key assignments in these courses and units provide evidence that candidates understand the content, identify appropriate instructional strategies, integrate technology into instruction, present instruction in a meaningful manner, and manage the classroom so that all students learn. A sampling of Fall 2010 Key Assignment results indicate a strong understanding of pedagogical content knowledge among candidates who meet or exceed expectations: EDE 4200 – 99%, EEX 4255 – 86.5%, EDA 6503 – 100%.

Candidates demonstrate professional and pedagogical KNOWLEDGE and skills in two ways. Initial certification candidates submit passing scores on the Professional Education Exam while advanced candidates provide evidence of teacher certification. Professional and pedagogical knowledge and skills are evident in coursework. Strategic key assignments in initial certification programs are used to monitor a candidate’s knowledge of educational theories, human development and learning, and the school context. These key assignments are found in courses EDF 3234 and TSL 4080 and TeacherReady® Units 3, 4, 5, & 6. The professional and pedagogical knowledge and skills of advanced candidates are monitored in their curriculum course (EDE 6206, EDM 6235, ESE 6217, EEC 6263, EEX 5085, PET 5709, EDA 6503, or EDG 7346). Key Assignments in these courses require the use of current research and policies related to teaching, learning, and reflection of the assignment or experience. Key assignment courses at the initial and advanced levels are aligned to standards that require a demonstration of professional and pedagogical knowledge and skills.

All candidates in the PEU complete field clinical experiences [ACTION] in their teacher preparation program. These experiences occur in the P-12 setting where candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. At the initial certification level, candidates complete a variety of field experiences. These experiences allow the candidate an opportunity to develop teaching skills while the supervising teacher scaffolds the learning events. Candidates are required to plan, manage, deliver, evaluate, and reflect on their lessons. Supervising teachers then evaluate
each of these components. During Fall 2010, one hundred fifty-two (152) initial certification candidates were engaged in their clinical experience: 91 traditional and 43 alternative candidates. Of these candidates, 99% reflected on their lesson plans and demonstrated development as Lifelong Learners. Candidates in advanced programs complete their clinical experience in their Action Research course, the Principalship, and dissertation studies. Through the clinical experience, advanced candidates analyze issues in the P-12 environment and make data-driven decisions about teaching and learning strategies so that all students learn [LEADERSHIP].

The PEU has programs addressing Other School Professionals: Educational Leadership M.Ed., Educational Leadership Ed.S., and Curriculum & Instruction, Administrative Studies, Educational Leadership, Ed.D. The master and specialist degrees are FDOE approved programs. These programs also have specific transition points where key assessments are used to monitor candidate progress and program effectiveness. Educational Leadership courses assess candidates’ development of content and pedagogical knowledge and the application in P-12 environments. Candidates in the Ed.D program submit preliminary examinations, dissertation proposals, and final drafts of the dissertation demonstrating content and pedagogical knowledge and skills. These requirements build upon their knowledge of teaching and learning and the educational context.

Becoming a professional educator requires more than mastering relevant content knowledge and pedagogical skills; candidates must also have professional dispositions that reflect the values, beliefs, and mission of the program. Professional dispositions are defined as the values, commitments, and professional ethics necessary for effective interactions with students, families, colleagues, and the community. Candidates in initial and advanced programs are assessed in relation to professional dispositions at transition points throughout the program including field experiences. These assessments allow for timely intervention when problems are noted.

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2. Continuous Improvement [maximum of three pages]· Briefly summarize the most significant changes related to Standard 1 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate “None” in this section.)

The Unit continually strives to improve educator preparation programs. The Unit conducts regular and frequent program evaluations through the Program Review Committees and responds to district and state needs. Three specific items have led to continuous improvement of the curriculum: revisions to the Uniform Core Curriculum, submission of five program approval folios, and a change to the way dispositions are monitored for advanced candidates.

1. Uniform Core Curriculum Revisions.

In response to FDOE, the Unit continues to revise the Uniform Core Curriculum (UCC) for the Florida Educator Accomplished Practices (FEAPs), English for Speakers of Other Languages (ESOL), Reading Endorsement Competencies, and Educational Leadership. The FDOE will host a 2011 summer workshop for faculty from teacher preparation
programs. By attending the workshop, faculty members will receive technical assistance concerning the transition to the new standards. Faculty members will then share the transition procedures with PEU members. A team of faculty (led by Dr. Kathy Heineken) will revise the curriculum, Key Assignments, and Key Assignment rubrics of the initial certification programs. Ms. Amany Habib (ESOL), Dr. Charlotte Boling (Reading Endorsement), and Dr. Rebecca McBride (Educational Leadership) will assist with the curriculum changes. The transition of the new UCC will begin Fall 2011.

2. **FDOE Program folio submissions**

The Unit seeks approval for five new programs: Dual Elementary/Exceptional Student Education Bachelor’s Degree program, Music Education Bachelor’s Degree program, Physical Education Bachelor’s Degree program, ESOL Endorsement standalone program, and Reading Education Master’s Degree program. The request for approval of these programs is based on the needs of local school districts, student interests, and program modifications.

3. **Disposition monitoring**

Historically, Dispositions were addressed in instruction and assessed in Key Assignments. During the 2009/2010 Academic year, a decision was made to develop Disposition instruments and conduct internal (candidate’s self-report and faculty) and external (school-based faculty and references). Currently, the Unit uses the following Disposition instruments: 1) Professional Education Rating Scale – Initial preparation (Candidate self-reporting assessment), 2) Initial Clinical Experience (school-based assessments), 3) Disposition Rating Scales – Masters (Candidate Self-reporting and external references), 4) Educational Leadership Dispositions Assessment – Master’s and Specialist, 6) Clinical Experience Evaluation - Advanced, 7) Applicant Self Rating Scale – Doctoral, and 8) Temperament Survey (TeacherReady® candidates).

Current practices call for disposition surveys to be submitted in Tk20 for programs in the School of Education, Educational Leadership, and Physical Education. Internal surveys submitted by active candidates occur with few problems. However, many problems exist with those submitting external surveys (potential candidates, school-based personnel or those providing references). A review of data revealed few disposition surveys were submitted. An examination as to why there were so few submissions revealed problems with access to Tk20. The process involved a series of emails with directions, log in and password identification, and the instrument. Recipients must respond within a given time or the passwords/IDs must be regenerated. Due to external complaints and few respondents, the Unit investigated possible alternatives.

Beginning Fall 2011, the Unit will modify its disposition survey practices. Instead of using Tk20, the Unit will use an ETS survey that can be taken along with the GRE and an electronic survey through Survey Monkey. Potential advanced candidates will submit scores from the ETS® Personal Potential Index. These scores will replace the self-reporting disposition survey currently in place for candidates in advanced programs. Data will be collected, analyzed, and reported for the purposes of improving candidate progress and program effectiveness. External school-based personnel will receive the
“Clinical Experience Evaluation” survey via email using Survey Monkey. The candidate will be evaluated on Conceptual Framework Outcomes and Dispositions. Data will be used to evaluate candidate progress and program effectiveness.