MIDDLE SCHOOL EDUCATION

Mission Statement

The mission of Teacher Education is to provide appropriate programs for initial teacher certification as well as programs for the preparation of advanced level professional educators. The programs are designed to empower individuals to think, communicate, strategically plan, and to develop their cognitive and affective human potential in order to become exemplary educational leaders. The goal of "empowerment" supports the Division's structure, curricular design, and conceptual framework.

Student Learning Outcomes

The UWF Teacher Education graduate should be able to do the following:

Content

- Collect and use data gathered from a variety of sources, including formal and informal measures, to develop educational goals for middle school students
- Identify the cognitive, linguistic, emotional, and physical needs of middle school students and match them appropriately to instructional plans
- Draw upon human development/learning theories and concepts as the foundation for instructional planning for middle school children
- Implement a variety of strategies to motivate and help middle school students acquire knowledge and skills needed to succeed in life
- Demonstrate knowledge in relevant subject fields through integration of real world learning activities designed for middle school students
- Design and establish effective learning environments that are conducive to high achievement of middle school students

Critical Thinking

- Master performance assessment techniques to promote and measure the thinking skills of middle school students
- Develop a repertoire of realistic projects and problem solving activities that will enable middle school students to improve their life skills and creative thinking abilities

Communication
- Communicate accurately and effectively through oral presentation skills and the written word to deliver high quality education for middle school students
- Effectively collaborate with families of middle school students and colleagues to facilitate optimal educational experiences for students
- Establish high performance expectations for middle school students and communicate these expectations to colleagues, families, and students

Values/Integrity
- Engage in self-reflection regarding performance and pursue opportunities for feedback to demonstrate commitment to continuous improvement in effective goal-setting and the middle school education field
- Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession

Project Management
- Use instructional technology to manage, evaluate, and improve instruction for middle school students
- Seek the involvement of middle school students to design effective learning experiences to meet students' needs and interests

Diversity Skills
- Practice and teach strategies of tolerance and acceptance related to individual and cultural differences
- Create educational climates that foster openness, inquiry and concern for others
- Employ suitable strategies resulting in successful conflict resolutions
- Use appropriate ESOL strategies and instructional methods to develop experiential and literary activities to effectively deliver instruction to middle school   ESOL students

Assessment of Student Learning Outcomes
The FEAPS and ESOL Performance Indicators are grouped into UWF's domains and are broken into the smaller Student Learning Objectives seen in the Academic Learning Compact and referred to here as indicators. The indicators are integrated into individual course activities common to all sections of a particular course. As activities are completed, they are assessed through common rubrics. Progress on the FEAP indicator is entered into a database in MyUWF at the conclusion of the semester or in a subsequent semester as needed in the case of a student not meeting the SLO. Collective data are used to track individual student's achievement of the FEAPs/ESOL Performance Standards. An individual student's data are checked prior to graduation to be sure each student has achieved each FEAP/ESOL Performance Standard. The data are also analyzed and used in programmatic continuous improvement to affect policy, initiate broad curricular changes as needed, and to modify individual course activities and assessments.

Job Prospects for Students in Teacher Education:

Florida, with six of the 20 largest school districts in the U.S., has a tremendous need for teachers, including a critical need for the areas of middle school mathematics and science, reading, technology, and exceptional student education. State estimates indicate that a minimum of 20,000 - 50,000 teachers per year will be needed over the next several years, thereby guaranteeing jobs for graduates of state approved programs. UWF currently offers programs for:

- PreK/primary teachers who work with the social and intellectual development of children from birth through grade three;
- Elementary school teachers who teach K-6th grade children reading, language arts, mathematics, science, and social sciences, managing their behavior, and assist in the development of children's social and interpersonal skills;
- Middle school teachers who specialize in teaching grades 5-9 children the content area subjects of mathematics, science, English, social science, and reading;
- Exceptional student education teachers who work with a variety of special educational needs and teach gifted, learning disabled, behaviorally challenged, and physically handicapped children;
- Career and technical education teachers who teach students who will instruct others to prepare for jobs in the fields of manufacturing, biotechnology, electronics, drafting, transportation, technology design, energy, information technology, and communications.

Find out More about Teacher Education at UWF:
http://uwf.edu/education

Middle School Education Assessment Plan

Teacher Education Assessment System

Student Learning Outcomes (SLO) are based on the legislatively-mandated[31] and Florida Department of Education monitored[32, 33] twelve Florida Educator Accomplished Practices (FEAPS) which include Assessment, Communication, Continuous Improvement, Critical Thinking, Diversity, Ethics, Human Development and Learning, Knowledge of Subject Matter, Learning Environments, Planning, Role of the Teacher, and Technology[34] and English for Speakers of Other Languages (ESOL) Performance Standards and Indicators[35]. The FEAPS and ESOL Performance Indicators are grouped into UWF's domains and are broken into the smaller Student Learning Objectives seen in the Academic Learning Compact and referred to here as indicators. The indicators are integrated into individual course activities common to all sections of a particular course. As activities are completed, they are assessed through common rubrics. Progress on the FEAP indicator is entered into a database in MyUWF at the conclusion of the semester or in a subsequent semester as needed in the case of a student not meeting the SLO. Collective data are used to track individual student's achievement of the FEAPs/ESOL Performance Standards. An individual student's data are checked prior to graduation to be sure each student has achieved each FEAP/ESOL Performance Standard. The data are also analyzed and used in programmatic continuous improvement to affect policy, initiate broad curricular changes as needed, and to modify individual course activities and assessments.

The Florida Teacher Certification Exam

Students are required to pass the General Knowledge[36] subtest of the Florida Teacher Certification Exam[37] (FTCE) as a requirement for formal admission into a Teacher Education Program in the State of Florida[1, 2]. Students are also required to pass the Professional Education[38] and two subject areas (English, General Science, Mathematics, and Social Science[39]) prior to Student Teaching. The Florida Teacher Certification Exams are based on the Competencies and Skills Required for Teacher Certification in Florida[40]. The Competencies and Skills are based on Florida's Sunshine State Standards[41]. Data from the FTCE are reviewed annually by the Florida Department of Education and UWF now maintains a 100% pass rate on all FTCE tests for all graduates in initial certification approved programs. Data are reported in UWF's Report Card which is posted to the Divisional website[42] and reported back to faculty, staff, administration, and the Teacher Education Advisory Council as a part of continuous program approval. Educational Studies students are not considered initial certification approved program[43] graduates and may graduate without passing one or more FTCE tests.

---

[31] see: http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&Search_String =&URL=Ch1004/SEC04.HTM&Title=-%3E2002-%3ECh1004-%3ESection%2004
[32] see: http://www.firn.edu/doe/rules/6a-5.htm#6A-5.066
[33] see: http://www.firn.edu/doe/profdev/pdf/cpa0506.pdf
[34] see: http://www.firn.edu/doe/dpe/publications/preprofessional4-99.pdf
[35] see: http://www.firn.edu/doe/profdev/pdf/final_esol.pdf
[36] see: http://www.firn.edu/doe/sas/ftce/pdf/ftcomp82.pdf
[37] see: http://www.firn.edu/doe/sas/ftcehome.htm
[38] see: http://www.firn.edu/doe/sas/ftce/pdf/ftcomp00.pdf
[39] see: http://www.firn.edu/doe/sas/ftce/pdf/ftcomp14.pdf, http://www.firn.edu/doe/sas/ftce/pdf/ftcomp04.pdf, http://www.firn.edu/doe/sas/ftce/pdf/ftcomp25.pdf, http://www.firn.edu/doe/sas/ftce/pdf/ftcomp38.pdf
[40] see: http://www.firn.edu/doe/sas/ftce/ftcecomp.htm
[41] see: http://www.firn.edu/doe/menu/sss.htm
[42] see: http://uwf.edu/education/
[43] see: http://www.firn.edu/doe/profdev/teachprep/university/universitywestflorida.pdf

Student Satisfaction with the Program

Per the Florida Department of Education guidelines[2], students are surveyed with respect to their satisfaction with the training and support received in the program. These survey data are collected by the Field Placement Director at the conclusion of student teaching and are summarized and reported back to faculty, staff, administration, and Teacher Education Advisory Council through the Division of Teacher Education website[12]. Data are used as a part of continuous program approval. Educational Studies students are not required to complete this survey.

Employer Satisfaction Survey

Students in initial certification programs are monitored during their first year of employment and employer satisfaction data on participant's ability to demonstrate the Educator Accomplished Practices are collected at the end of the first year. These data are reported back to faculty, staff, administration, and Teacher Education Advisory Council and are used as a part of continuous program approval and initial certification program Continuing Approval as mandated by the Legislature[1] and Florida Department of Education[2, 3]. Educational Studies students are not required to complete this survey.

Three Year Rehire Data

All initial certification program graduates are monitored during their first three years of employment per the mandate by the Legislature[1] and Florida Department of Education[2, 3]. A survey is sent out to principals to see if they are rehireable in that school or another school. These data are then summarized and shared with the faculty, staff, administration, and Teacher Education Advisory Council as another tool in continuous program approval. Educational Studies students are not required to be monitored for rehireability.

Student Teaching Assessments

Students are continuously monitored during their student teaching experience[44]. Data from these surveys are collected and passed on to the Field Placement Director. In cases where students do not meet expectations (level 3) or exceed expectations (level 4), students are required to complete additional field work in conjunction with remedial efforts. Educational Studies students are not required to achieve competency on the student teaching assessments.

Professional Development Plans and Two Year Monitoring

All students in Teacher Education programs must have a 2.5 Grade Point average to enter the program per the Florida Department of Education[2] and Legislature[1]. Students who are having difficulty with their grade point average either before or after entering the program are put into a Professional Development Plan (PDP). Students may also be referred by any faculty or staff member that determines there may be an academic, social, ethical, psychological, or professional issue that may prevent the student from graduation[45]. The student must meet with the Chairperson of Teacher Education for resolution. In order to insure the high quality of our graduates, the Professional Development Plan may be extended up to two years after graduation upon request of the school district per current legistation[1].

---

[44] see: http://uwf.edu/education/file_docs/handbookst.doc
[45] see: http://uwf.edu/education/file_docs/PDP_Program_TE.htm