

St. Petersburg College,  
College of Education,  
Educator Preparation Institute

### Preparation Program Self-Assessment

In preparing for the site visit, TPI-US asks the program to put together a document in which the program evaluates itself against the four review areas in the Florida Site Visit Framework. This document should be 1-2 pages per Review Area with a maximum length of 10 pages. This narrative document will help the site visit team to understand the program's analysis of its strengths and areas for improvement, the evidence programs use in coming to these self-assessment judgments, and any improvement steps that may be underway. The self-assessment is due by at least eight weeks prior to the site visit start date (your exact due date has been provided to you). Self-assessments should be uploaded to the shared Google Drive with TPI-US and also uploaded to the eIPEP system.

#### ***Structure of FL Teacher Preparation Program(s):***

Identify the structure of teacher preparation programming provided at your institution. Provide description of organizational structure, context, and/or unique characteristics for the program being reviewed.

**Structure:** St. Petersburg College's state-approved Educator Preparation Institute is housed in the College of Education. This three semester program leads to Florida Professional teacher certification and is considered an alternative certification pathway. The program requires 27 or 34 credits (based on major) for completion and includes a 60 hour practicum in the fall semester and a full-day 12 week internship in the final semester of the program. Candidates are admitted in the summer and progress through the required coursework in the fall, with the final internship in the Spring.

The College of Education is led by a Dean, Dr. Kimberly Hartman. An Associate Dean, Dr. Heather Duncan, was newly hired in November 2022, and an Assessment Director, Dr. Vicki Caruana, was newly hired in December 2022. Dr. Michael Poulin serves as the coordinator of the EPI program.

### REVIEW AREA 1: Quality of Selection

#### Improvements made since the last site review:

In order to promote recruitment of potential candidates to the Educator Preparation Institute (EPI) program, 2-3 info sessions are held in the months prior to beginning our annual EPI cohort in May. At each session, resources and materials to help potential candidates pass the Florida Teacher Certification Exams (FTCE), specifically the General Knowledge Test (GKT) and Subject Area Exam (SAE) are distributed. Potential candidates are encouraged to attend our GKT Tutoring sessions on campus and are sent electronic resources to facilitate study opportunities at home.

#### Strengths of the Program:

In order to be admitted to the Educator Preparation Institute at St. Petersburg College (SPC), candidates must meet certain criteria:

- A minimum of 2.5 GPA

- A non-education, bachelor's degree (or higher) from a regionally accredited college/university or other approved Florida Department of Education (FLDOE) institution.
- Passing scores on the Florida Teacher Certification Examinations (FTCE) General Knowledge Test (GKT)
- Passing scores on the relevant Subject Area Exam (SAE)
- A valid FLDOE Official Statement of Status of Eligibility
- Computer literacy

Fall 2022 admit data were limited as the EPI program admits cohorts during the summer semester only. Summer 2022 data reveal that 100% of admits (n= 3) met the required 2.5 GPA and 2 of the 3 candidates have a GPA above 3.0. We were not able to obtain the GPA of the third admit before this document was due. We will provide comprehensive data prior to the site visit.

The College of Education (COE) is part of an institution that values diversity, equity and inclusion ([SPC EDI](#)). The COE shares this value and has developed a COE Equity, Diversity and Inclusion (EDI) committee whose charge is to increase the numbers for groups that are underrepresented in the teaching profession to promote equity and inclusion for P-12 students. The committee has identified numerous outcomes addressing the need to increase the diversity of SPC teacher candidates, activities to support the identified outcomes, and a timeline for implementation. Enrollment trends from Fall 21, Spring 2022 and Fall 2022 show that approximately 67.65% of EPI candidates are females, 32.35% are male, 91.17% of candidates are white, while 8.82% are non-white.

**Evidence Used to Support Area 1 is listed in the Area 1 Evidence Chart in the shared Google Drive:**

Cited evidence for pre-selection through data on pre-selection GPA of all candidates in the most recent cohort [1.1.1].

Cited evidence for standardized tests through the General Knowledge Exam [1.2.1].

Cited evidence for demographic representation of enrolled candidates through school/state data online and clinical data showing progress has been made over at least 3 consecutive years and with a written plan and timeline [1.3.1, 1.3.2, 1.3.3, 1.3.4].

Cited evidence for demographic representation of program completers through school/state data online and clinical data showing progress has been made over at least 3 consecutive years and with a written plan and timeline [1.4.1, 1.4.2, 1.4.3].

Cited evidence for admissions process through multiple measures that systematically monitors and provides evidence supporting the impact of these measures [1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5].

Self-identified Areas for Improvement:

The EPI program aims to increase enrollment in the program and increase the diversity of the teacher candidates.

Current Action Steps:

- Career and Academic Community (CAC) Recruitment Initiatives
- COE EDI Committee was formed to explore ways to increase the diversity of St. Petersburg College teacher candidates so that the teacher workforce is more representative of the P-12 student population.
- Implement a comprehensive partnership and mentorship cycle to promote equity and inclusion

in P-12 settings.

## **REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods**

### Improvements made since the last site review:

Previous TPI inspections have recommended a strengthening of coursework on assessment and providing specific feedback to students. As a result, assignments requiring EPI program candidates to provide specific feedback to students based on student performance have been added to several courses within the program. For example, in the EDF 4444 Assessment in the Curriculum course, candidates are required to develop a rubric, score a student performance on that rubric, and then provide the student with specific, actionable feedback.

Since 2017 several significant changes have been made to the Classroom Management course due to data analysis and input from stakeholders including district administrators. Principals indicated new teachers were really struggling with classroom management. Therefore, the decision was made to bolster the EDG 4419 Building Classroom Management and Discipline course with additional skills and strategies.

### Strengths of the Program:

Per the FLDOE requirements, we have added a program plan for Elementary Education, Pre-K-Grade 3, English 6-12, and Middle Grades English to complete their reading endorsement within the three semesters they are enrolled in our program. This includes adding 4 Reading Courses (10 credits) so that these program completers finish our EPI Program with the required Reading Endorsement.

We also added content specific strategies to our Practicum, Internship, and Capstone courses so that all EPI students, regardless of their content area, receive content-specific strategies to assist them in their classroom-based learning. These strategies include resources placed in modules within their course, as well as resources and tips from their St. Petersburg College-assigned content specialist/supervisor in pre and post lesson observation meetings.

All teacher candidates in the EPI program complete courses in reading and ESOL. This approach ensures that each graduate has substantial knowledge in the practice of scientifically-based reading instruction. Teacher candidates are also able to study and practice research-based ESOL strategies and approaches. In addition, faculty have created an online classroom management module for students to access during their field experiences. This module supplements the classroom management course with real-time access to resources like teacher-candidate submitted classroom management challenges with resources and suggestions for resolving classroom management issues and maintaining a positive classroom environment.

### **Evidence Used to Support Area 2 is listed in the Area 2 Evidence Chart in the shared Google Drive:**

Cited evidence of content mastery that candidates consistently demonstrate mastery and provides support for candidates [2.1.4.1, 2.1.4.2, 2.1.4.3, 2.1.4.4].

Cited evidence of classroom management through coursework and training [2.2.1.1, 2.2.1.2, 2.2.1.3].

Cited evidence of assessment through coursework and training [2.2.2.1, 2.2.2.2].

Cited evidence of differentiation through coursework and training to adapt curriculum for all students [2.2.3.1, 2.2.3.2, 2.2.3.3].

Cited evidence of academic feedback and questioning through coursework and training to engage all students [2.2.4.1, 2.2.4.2].

Cited evidence for connections to practice through program coursework that connect to immediate practice [2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8].

### Self-identified Areas for Improvement:

While we are making strides to increase our focus on K-12 student mental health, we would like to continue to bolster these efforts to increase candidates' awareness of student mental health needs.

### Current Action Steps:

- Increase visibility of K-12 student mental health awareness throughout the program, including practicum experiences.

## **REVIEW AREA 3: Clinical Placement, Feedback, and Candidate Performance**

### Improvements made since the last site review

There have been many significant changes since the 2017 TPI review and report. Even though the Covid-19 pandemic presented many challenges throughout the past two and a half years, the changes that were set in motion in 2017 have led to improvements in processes and procedures specifically in communication, consistency in feedback, and expectations for all stakeholders.

The site reviewers note in 2017 that the observation process included several indicators on the observation tool which left a gap in making connections with any indicators that were not specifically addressed during any one particular observation. This aperture was noted by faculty and content specialists as well.. The curriculum committee aimed to close the gap by revising the indicators on the evaluation tool, and changing the process of observation so that all indicators are observed and assessed for every observation. There is room for growth throughout the program from the first observation in a teacher candidate's practicum (all indicators at a 2 or higher across all observations) to final internship (last two observations must score a 3 or higher), however; no indicators are left unaddressed. With this change, the observation and feedback form has also been improved to include a designated space for specific feedback as it relates to student learning, previous observations to build capacity, what to hone in on for the next observation, and a space for supervisors to provide specific content strategy feedback. Content specialists (field supervisors) and faculty have been trained on the new indicators and the observation process.

Based on feedback from the previous site review the Lesson Plan template has been revised to include a specified section for lesson extension. This will ensure our teacher candidates are planning engaging

lessons for all learners, including those who are identified as Gifted. The ESOL and ESE sections of the template have been revised to specify ways to best support these students.

Our content specialists submit a pre and post recording of their conferences one time per semester. Content specialists complete an annual review with the Instructor in Charge of the Office of School Partnerships (OSP). The annual review includes an assessment of the recording of a pre and post conference for timely, specific, and actionable feedback which is provided to the teacher candidate.

Increasing communication and expectations with all stakeholders is a central tenet of the OSP. We recognize that content specialists, administrators and teachers are pulled in many directions at any given time. Connecting with our partners is essential in building a strong clinical experience that will positively impact k-12 student learning and the practice of strategies/methods of the teacher candidate. In order to reach so many people effectively, the OSP has developed a semesterly orientation for both principals and CCTs. These orientations provide guidance on the different degree programs in the COE along with expectations of the teacher candidate, CCT and administrator. The OSP has implemented monthly emails for CCTs reiterating details necessary for a positive experience for all in the field along with contacts and directions for when something does not go as planned. There are also monthly emails for the field supervisors. The supervisors also participate in a semesterly training that reviews expectations and evaluation tools. Field Supervisors are also provided a mid-semester training. Teacher candidates have an orientation, mid-semester seminar, and a wrap-up seminar throughout their final semester. All teacher candidates are provided a monthly newsletter that covers any OSP news that may be pertinent.

Lastly, to close the loop and analyze any challenges that need to be addressed for the coming semester OSP has created and implemented two different surveys addressing different stakeholders. The first survey is our teacher candidate survey of the program. This provides the OSP and the COE at large insight to the perspective of the teacher candidates' preparedness for internship. There are also several questions regarding the teacher candidates' specific field supervisor with a place for narrative feedback. This feedback is then anonymously provided to the field supervisor during the annual evaluation.

#### Strengths of the Program:

Clinical placement is the cornerstone of any teacher preparation program. That foundation is built and maintained at SPC through the collaboration with all of our stakeholders. From district partners to our teacher candidates our liaison and Instructor in Charge continue to build rapport through semesterly meetings and continuous communication via phone/email. Training takes place with teacher candidates, content specialists, and principals alike where any question is able to be addressed immediately. Keeping lines of communication open ensures continued improvement in our processes and effective management of any challenge that may arise during the semester.

While being provided clear and constructive feedback and with so much time spent in the field, many of our teacher candidates are sought after prior to graduation. The OSP regularly has districts and schools reach out requesting our teacher candidates based on their preparedness and professionalism.

The EPI utilizes content specialists for supervision purposes, as their content area expertise allows them to provide content specific strategies to the candidates (for example, how to setup and organize a

lab for a Biology major) The content specialist also observes lessons, provides coaching, and conducts pre and post meetings.

**Evidence Used to Support Area 3 is listed in the Area 3 Evidence Chart in the shared Google Drive:**

Cited evidence of clinical placement timing and length through COE Handbook and Internship Handbook [3.1.1.1].

Cited evidence of selection of clinical placements through high quality placements in high performing and/or improving over the past two years with a diverse student body [3.1.2.1, 3.1.2.2].

Cited evidence of selection, training, and support of mentor teachers and field supervisors through consistently choosing based on demonstrated effectiveness [3.1.3.1, 3.1.3.2, 3.1.3.3, 3.1.3.4, 3.1.3.5].

Cited evidence of clinical on-site supports with consistent and multiple supports and strategic interventions [3.1.4.1, 3.1.4.2, 3.1.4.3].

Cited evidence of observation forms used by program supervisors through blank and completed observations and evaluation instruments [3.2.1.1].

Cited evidence of supervisor and CCT training on observation and evaluation through semester orientations, trainings, and monthly emails [3.2.2.1].

Cited evidence of quality of written and oral feedback through feedback samples from formal and informal observations [3.2.3.1, 3.2.3.2].

Cited evidence of consistency of expectations through summative (aggregated) data on the observation and/or evaluation scores [3.2.4.1, 3.2.4.2, 3.2.4.3].

Cited evidence of student engagement and candidate impact on student learning during lesson through conversations w/teacher candidates, program faculty/staff, school staff, recent graduates through interviews and focus groups [3.3.1.1, 3.3.1.2].

Cited evidence of subject knowledge through observation and evaluation of teacher candidates teaching [3.3.2.1, 3.2.4.3].

Cited evidence of teaching skills and strategies through observation and evaluation of teacher candidates teaching [3.3.3.1, 3.2.4.3, 3.3.3.2].

Cited evidence of feedback from recent graduates and principals of recent graduates through conversations with recent graduates and principals through interviews and focus groups [3.3.4.1, 3.3.4.2].

**Self-identified Areas for Improvement:**

Through a semesterly continuous improvement assessment cycle of the program in collaboration with our faculty and district partners the OSP is constantly working to make improvements to strengthen the clinical education experience for all stakeholders.

The OSP recognizes the necessity of diverse teacher candidates. While we work to improve our diversity within the COE the Florida Fund for Minority Teachers is widely discussed and promoted to support this goal. The OSP will continue to engage with SPC and the COE's EDI committees to explore avenues to grow the diversity of candidates. Along with the commitment to increase the diversity among teacher candidates, OSP is working to increase the number of diverse content specialists who are clinical education trained within our partnering districts. Providing teacher candidates with experiences in high performing schools or improving schools is a goal as we continue to navigate placements in this post Covid and new state assessment era.

With the extensive revisions of the indicators and observation tools, the OSP recognizes the importance of continued training of these new instruments. Continued work to strengthen inter-rater reliability is ongoing as is training for faculty, field supervisors, and CCTs throughout the semester.

#### Current Action Steps:

- The newly revised, approved, and piloted COE Observation Indicators evaluation tool addresses all indicators for each teacher candidate observation; data was collected during Fall 2022 and will be collected during Spring 2023 for analysis.
- Increase teacher candidate diversity recruitment through the [Minority Teacher Education Scholarship program](#) supported by the Florida Fund for Minority Teachers (FFMT).
- Continue training of new tools and processes for faculty, field supervisors, and CCTs.
- Analyze teacher candidate placement demographics in order to ensure diversity of experiences.

### **REVIEW AREA 4: Quality of Program Performance Management**

#### Improvements made since the last site review:

Previous TPI inspections have recommended concentration on the areas of Assessment and Classroom Management. The College of Education has since made great strides in formalizing the continuous improvement process and making data-driven decisions in collaboration among committees. The specific changes to these areas have been addressed within the RA 2 narrative.

#### Strengths of the Program:

The multi-layered system of three formal program reviews on annual, 3-year, and 4-year cycles provides a strong foundation for program performance management. Within Annual Program Review Reports, program faculty create action items based on provided data for strategic improvement of their programs during the academic year. These action items, created in the Fall semester, contain specific, measurable outcomes, and reviewed in the Spring for any necessary revisions to resources or personnel needed to accomplish the written goals. In some instances, the action items themselves may need to be revised. Each summer, the Assessment Director and Senior Administrative Assistant meet formally with Course Coordinators and Department Chairs to ensure that all Uniform Core Curricula matrices within Master Syllabi align with their corresponding curriculum maps and the master repository for all UCC tables. This is an opportunity for program team members to engage in any discussion about

additional needed changes for the upcoming academic year. Academic Program Assessment Reports take place on a 3-year cycle in support of broader program goals. Program Learning Outcomes include target measures such as *Graduates will demonstrate competency & knowledge in the areas of the FL Educator Accomplished Practice (FEAPS) and Graduates will demonstrate competency & knowledge of teaching strategies for the instruction of ELLs (ESOL)*. These are analyzed annually using state-provided data, faculty-generated rubrics, and examination of candidate artifacts. Upon discussion and analysis, an action plan and timetable are created. Follow-up of action plan items relevant to the Program Learning Outcomes occurs at the close of the next academic year, and annually thereafter. Finally, Comprehensive Academic Program Reviews include twenty-three measures designed to provide an overview of all the various elements pertaining to the program that are reviewed on a 4-year cycle. These metrics include areas such as course performance success, state graduates' outcomes, educational outcomes, and grade distribution.

In addition to the formal annual cycle of program assessment, interrater reliability studies and data analysis workshops are conducted for the examination and continuous improvement of assignments and assessment instruments. Within the various College of Education Committees, data is used to inform special projects or initiatives. For example, the Equity, Diversity, and Inclusion Committee analyzes FTCE performance by subgroup data as a part of its report on EDI work within the College of Education. Teacher candidate data is also used to monitor and inform teacher candidate success in the program. Multiple measures and checkpoints are used throughout a candidate's program of study to assess their fitness for teacher certification. Examples of this include the use of disposition evaluation forms within specific internal quality control gates. If there are concerns with any Teacher Candidates, then the process detailed in the Dispositions manual is followed to ensure continuous monitoring across stakeholders.

Candidates must maintain a GPA of 2.5 while enrolled in the program. Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 (Acceptable) or higher for each indicator on all UCC assignments. Within the Experiential Learning Module of the e-portfolio system, content specialists are able to assess teacher candidates and provide explicit and actionable feedback following lesson observations. Supervisors' feedback is then reviewed by the Office of School Partnerships for quality of detail and usefulness. There are semesterly reviews of field supervisors' feedback, both written and oral, to ensure actionable and specific feedback is being provided. Candidates' impact on student learning growth is monitored through action research projects conducted in the final internship experience.

**Evidence Used to Support Area 4 is listed in the Area 4 Evidence Chart in the shared Google Drive:**

Cited evidence for quality of data through data over time (teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning [4.1.1.1, 4.1.1.2, 4.1.1.3]).

Cited evidence for internal quality control gates or checkpoints and intervention plans through data, standards, formal interventions [4.1.2.1, 4.1.2.2, 4.1.2.3].

Cited evidence for quality monitoring through a formal organized system that is regularly monitored with regular examination and training [4.1.3.1, 4.1.3.2, 4.1.3.3, 4.1.3.4, 4.1.3.5].



Cited evidence for monitoring coursework quality and coursework-clinical connections through systematically monitoring the quality of coursework and teaching and taking steps to provide strong connections [4.1.4.1, 4.1.4.2, 4.1.4.3, 4.1.4.4].

Cited evidence for quality improvement planning through a formal system for improvement planning, high quality data involving all relevant stakeholders that results in action plans with measurable goals during a sustained cycle of monitoring [4.1.5.1, 4.1.5.2, 4.1.5.3, 4.1.5.4].

#### Self-identified Areas for Improvement:

In the spirit of continuous improvement and data quality monitoring, the College of Education, assessment instruments are regularly evaluated and monitored for creation or refinement. As a result, there is a renewed focus on detailing faculty recency of experience to ensure they have the experience necessary to provide relevant instruction connected to current practices in the field. A responsibility of the EPI Coordinator is to meet regularly with course coordinators in the EPI program to make sure coursework and field experiences are part of the continuous improvement process.

#### Current Action Steps:

- The Lesson Observation Feedback Form has been approved and will be piloted in the Spring 2023 semester in order to establish validity and reliability.
- The COE Observation Indicators evaluation tool was revised, approved and piloted Fall 2022. Data from the Fall 2022 pilot, and Spring 2023 implementation will be analyzed in the Summer 2023 semester.
- Establish a committee to begin the process of defining “recency of experience” as it relates to faculty.