

St. Petersburg College,  
College of Education,  
Elementary Education

### **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:**

The Elementary Education program is housed in the College of Education at St. Petersburg College. Successful completion of this program leads to a Bachelor of Science degree which prepares candidates to teach in grades K-6 and provides endorsements in English Speakers of Other Languages (ESOL) and Reading. The program meets Florida Department of Education certification requirements in the area of Elementary Education, including the ESOL and Reading endorsements. Candidates are provided with extensive experience in public schools, including diverse placements in primary and intermediate grades. The COE houses an Office of School and Family Partnerships, led by Dr. Jessica Curtis, whose role is to promote mutually beneficial and meaningful partnerships with state and local stakeholders, ensure high-quality field experiences for candidates, train field supervisors to provide actionable and specific feedback, and oversee the continuous improvement of the clinical experiences embedded within the program.

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.

### **REVIEW AREA 1: Quality of Selection**

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

All admitted candidates meet the statutory guidelines for admission to the College of Education at St. Petersburg College. One hundred percent of our Fall 2022 admits meet the state required 2.5 GPA, and the cohort average rises above the 3.0 threshold with an average of 3.24.

#### **Strengths of the Program:**

In order for a prospective candidate to be selected for admission they must meet or exceed the guidelines set forth in Florida Statute 1004.04 (3)(b). According to this statute, candidates must have a

grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies. While all of our candidates meet the required 2.5 GPA required by the state upon admission, the average GPA of the Fall 2022 admits is a 3.24, with 64.6% of candidates meeting or exceeding a 3.0 GPA. As of Fall 2022, passing scores on the General Knowledge Test (GKT) are no longer required for admission to the program, but are required for graduation. We made the change because of Florida HB 7011 which removed the GKT as an admission requirement and made it a graduation requirement. Every teacher preparation program in Florida had to make this change.

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 for Fall 2022 is 73.39% white and 85.22% female. We have seen a slight increase in our non-white enrollment, which is 26.59% for Fall 2022. In Fall 2021 non-white enrollment was 23.81% and 22.7% in Spring 2022.

### **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 most recent cohort [1.1.1].

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 College of Education would like to continue to increase the diversity of our teacher candidates and program completers through targeted recruitment efforts.

### Current Action Steps:

- 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:

Recommendations from the inspection report provided by TPI in 2017 encouraged the program to provide candidates with additional opportunities to learn and apply classroom management strategies within field and clinical experiences or through video assignments where candidates practice

management strategies and subsequently receive feedback. In order to address this recommendation, 15 hours of classroom management specific field experience were embedded within Practicum II and students work to complete a classroom management plan and classroom procedures project.

Recommendations also included improving the quality of coursework in teaching methods for differentiation and academic feedback and questions. A training addressing how faculty ensure that feedback provided to candidates is constructive, actionable and high-quality was provided by the Assessment Director in June 2021. To address this need within coursework and provide opportunities for candidate application, several adjustments were made within the program. Specifically, the lesson plan template was revised to reflect opportunities for candidates to document higher order questioning sequences, when appropriate. Further, Indicator 6 on the COE Observation Indicators tool assesses candidates on their ability to provide specific feedback to students.

EDF 4430: Measurement, Evaluation, and Assessment in Education K-12, requires candidates to create a rubric and subsequently score the performance of a hypothetical student. Candidates are evaluated on their ability to provide specific feedback to that student about their performance, including strategies to promote improvement.

EDE 4226: Integrated Language Arts, Social Studies, and Creative Arts for the Elementary Classroom, is a methods course and is aligned with Practicum II. Within the course, candidates complete a questioning and feedback activity where they record themselves facilitating a 10-minute questioning and feedback session with students in their field placement. Candidates are then expected to reflect on the quality of questions asked and feedback provided during the lesson.

### **Quality of Content Knowledge and Teaching Methods for Social Studies (SSE 4112) and Classroom Management (EDG 3410).**

Since 2017 several significant changes have been made to the above courses 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 change EDG 3410 from a 10-week summer course, without any field experience, to a full 16-week semester course with 15 school-based hours. Conversely, the Social Studies content course was moved from 16 weeks to 10 weeks/summer course. This was also an improvement to SSE 4112 because it allowed for greater content specificity to address individual student deficiencies of content knowledge in Social Studies.

**Classroom Management-** In EDG 3410 teacher candidates (TCs) research and implement various proactive classroom management strategies. One example is the Building Student Rapport Project. After conducting research on ways to build positive rapport with K-12 students both individually and class-wide, TCs share and discuss findings with the class. In Part 2 of this assignment, TCs put theory into practice during their school-based hours. With the help of the CCT, teacher candidates select a student in the class who may have challenges learning, communicating, getting along with others, or behaving appropriately. They spend extra time with the same student on each visit to build trust and rapport by providing the student with non-contingent attention (i.e. attention that is not attached to academics or school, but rather, hobbies, favorite things, family, dreams, etc.) Teacher candidates are encouraged to implement the strategies learned in EDG 3410 during the interactions with the student on each classroom visit. Finally, TCs write a reflection that cites strategies used to gain trust and build rapport, describe the interactions with the student, evaluate their interactions and non-contingent attention. TCs reflect on how building student rapport and establishing positive relationships affect overall class climate and classroom management. TCs share these experiences with one another in the EDG 3410 course.

TCs also compile a Classroom Procedures Project (CPP) where they have a plan to explicitly teach 8

classroom procedures (lining up, morning routine/bell work, asking for help, using the restroom, getting student attention etc.) The same steps are followed for each procedure: provide rationale, teach/model, rehearse, reinforce/remind, and affirm. Additionally, each procedure must include a visual representation of every step of the procedure (using PowerPoint or another presentation tool). The Classroom Procedures Project success has been demonstrated by communication with SPC graduates. Principals at their schools asked all teachers to create a plan for teaching classroom procedures at the beginning of the year and the SPC graduates have modeled this project and were then asked to share it with the entire faculty who adopted it.

In addition to creating the CPP, TCs practice teaching the “getting student attention” procedure with the class. They provide a rationale to the students, model the procedure, have the class practice the procedure until they receive satisfactory participation, respond, and provide appropriate specific feedback. This assignment (TAP: Teaching Attention Procedure) is videotaped and provided to the instructor for review and feedback.

Furthermore, teacher candidates are more prepared for proactive classroom management based on their interviews with their cooperating teachers, using a checklist and writing an observation paper about the classroom management they see in action. Also, the cooperating teacher evaluates TCs with a checklist that includes the evidence observed for each goal. (PST Checklist)

**Social Studies** (SSE 4112) Since 2017, this course has become more consistent and rigorous by keeping the modality and length of the semester the same. There is a great variety of teaching methods in this course including a collaborative world history project where students use Google docs, and Google Meet to work collaboratively. TCs are instructed how to utilize free technological tools for various assignments that they can later use in the classroom such as Canva, Voicethread, Glogster EDU, Padlet, Flipgrid, Pear Deck, Prezi, Jamboard, Popplet, etc.

They view videos, interpret political cartoons, create digital interactive notebooks for the American Revolution, U.S Constitution and Economics. Additionally, each student is assigned a specific topic of history to research and summarize key points for an online Subject Area Exam (SAE) study guide on Google Docs.

Another tool the College of Education provides is a supplemental/voluntary content course (EDG 4444) which is available at any time and covers the competencies on the Subject Area Exam. The Social studies section has a diagnostic assessment to identify areas needing reinforcement and instructional resources are provided covering all the Social Studies competencies. [Quizlets](#) are also provided for each area of the Social studies SAE.

### Strengths of the Program:

Providing our candidates with evidence-based reading instruction that is systematic, comprehensive, and sequential is an area that the program works to continuously improve. In 2018, the reading endorsement matrix was revised to reflect multisensory instruction and students with dyslexia per state legislative requirements. Formative and summative assessments are embedded within the literacy coursework to ensure that candidates are meeting the required reading indicators and demonstrating knowledge of the six essential components of reading, which includes oral language. Literacy competencies are structured in such a way that candidates have multiple opportunities to engage with the different competencies across the program. In addition to the content focus, candidates are provided with numerous opportunities to practice designing and delivering effective literacy instruction within their field experiences.

In the 2017-2018 academic year, a UDL Framework mapping initiative was conducted across 10 courses and has provided an intentional focus on the importance of proactively identifying barriers to student learning and differentiating content, process and product to address the unique learning needs

of all students, including those identified as ESL, ESE and gifted. With the increased focus on student mental health and well-being, program faculty identified four courses (EDF 1005, TSL 3080, EDG 3410, EDE 4226) where candidates reflect on the social/emotional and mental health needs of students and how to effectively foster inclusion within the classroom. Candidates are provided with the CASEL website and instructed to review SEL to determine why it is important in the classroom; this focus was selected to better align with partner district initiatives.

An exciting change to the Science Methods course, SCE 4113, was the addition of student membership and access to NSTA (National Science Teachers Association) as required material for the course. NSTA hosts a special opportunity for teacher candidates to use the NSTA website and resources to support science teaching and learning. Within SCE 4113, students use this access to complete a Professional Interactive E-Book with the opportunity to take an assessment that earns the student PD in one science content area (equivalent to 10 clock-hours of instruction). Students also use the science journals as part of research for the literacy project and CPALMS connections (exercises intended to allow students to investigate the content areas in the elementary education science content standards). Students also build their own professional library of resources they can maintain and access with continued membership in the organization. Access to NSTA has been a valuable resource in supporting the major learning objectives for the course while allowing students to have membership in a professional organization designed to support science educators.

According to FTCE Data, candidate pass rates on the Elementary Education K-6 subject area exam are higher than the state average for all content areas. Pass rates on the Professional Education exam are also higher than the state average.

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

Cited evidence for literacy training through comprehensive, systematic, and sequential training [2.1.1.1, 2.1.1.2, 2.1.1.3, 2.1.1.4].

Cited evidence for math content and pedagogy through comprehensive, systematic, and sequential training [2.1.2.1, 2.1.2.2, 2.1.2.3, 2.1.2.4].

Cited evidence for other subject areas through coursework and training in content knowledge and skills [2.1.3.1, 2.1.3.2, 2.1.3.3, 2.1.3.4].

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 candidates have a multitude of opportunities to develop and implement lesson plans throughout their program, earlier opportunities for candidates to develop multi-day lesson sequences would be beneficial in supporting their understanding of the continuous teaching and learning process. While we are making strides to increase our focus on student mental health, we would like to continue to bolster these efforts to increase candidates' awareness of K-12 student mental health needs.

### Current Action Steps:

- Examine opportunities to scaffold multi-day lesson plan construction prior to Practicum 2.

- 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 noted 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, field supervisor, and CCTs 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 1 (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, and what to focus on for the next observation. Field Supervisors, CCTs, 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 Field Supervisors submit a pre- and post-recording of their conferences one time per semester. Field Supervisors complete an annual review with the Instructor in Charge of OSP. The annual review includes an assessment of the recorded pre- and post-conference for timely, specific, and actionable feedback which is provided to the teacher candidate.

Due to mandatory changes throughout the state of Florida, our stringent requirements to becoming a Cooperating Classroom Teacher now include those teachers who are in a K-3 setting; they must have a reading endorsement or certification in order to host a teacher candidate.

Increasing communication and expectations with all stakeholders is a central tenet of the OSP. We recognize that field supervisors, administrators and teachers are pulled in many directions at any given time yet 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 into the perspective of the teacher candidates' preparedness for internship. On this survey, there are several questions regarding the teacher candidates' specific field supervisor including a place for narrative feedback. This feedback is then anonymously provided to the field supervisor during the annual evaluation. The last survey is the CCT survey of final internship performance. The survey poses questions regarding the CCT's perspective of the final interns' preparedness.

#### 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, field supervisors, CCTs 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.

In conjunction with the continued development of the aforementioned district partnership collaboration, SPC, in working with Pinellas County has identified 3 lab schools where our Introduction to Education students can be placed to begin their journey into the field. These schools are across Pinellas County and exemplify the diversity of students within our district. These placements are the beginning of a field experience where students are placed in an assortment of settings. The practicums and final internship provide the teacher candidate time for hands-on learning and practice of methods and strategies in a supported environment. Practicum 1 teacher candidates experience a field placement in a grades 3-5 classroom. Practicum 2 teacher candidates are placed in a K-2 classroom. Both practicum 1 and 2 allow for extensive time in the field where our teacher candidates are provided feedback from the field supervisor as well as from the CCT and instructor teaching the methods course associated with the practicum. These experiences also address reading, classroom management and ESOL hours that best help to hone the skills of the teacher candidate prior to final internship. Final internship placements are then based on the needs of the teacher candidates as well as the availability of qualified CCTs.

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.

#### **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 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, 3.3.3.2, 3.2.4.3].

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 CCTs 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 IRR 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, three-year, and four-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 are 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 Florida Educator Accomplished Practice (FEAPS)*, *Graduates will demonstrate competency & knowledge in Elementary Education K-6 (FSAC)*, and *Graduates will demonstrate competency & knowledge of teaching strategies for the instruction of ELLs (ESOL)*. These are analyzed annually using state-provided data, reviewing faculty-generated rubrics, and examining 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 23 measures designed to provide an overview of all the various elements pertaining to the program that are reviewed on a four-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 in practicum I, practicum II, and internship. If any candidates of concern are identified, 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. Proof of passing all sections of the General Knowledge (GK) test is required prior to registration for Practicum I. Proof of passing the Professional Education (ProEd) test is required prior to registration for Practicum II. Proof of Passing the Subject Area Exam (SAE) is required prior to registration for Internship. Within the Experiential Learning Module of the e-portfolio system, Field Supervisors and Classroom Cooperating Teachers are able to assess teacher candidates and provide explicit and actionable feedback following lesson observations. Field

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 will work to more clearly define and establish guidelines detailing faculty recency of experience to ensure faculty have the experience necessary to provide relevant instruction that is connected to current practices in the field.

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.