

CONCEPTUAL FRAMEWORK

COLLEGE OF EDUCATION
FLORIDA GULF COAST UNIVERSITY

4.1 INTRODUCTION AND OVERVIEW OF THE CONCEPTUAL FRAMEWORK

INTRODUCTION

Florida Gulf Coast University (FGCU), a member of the state university system, was established on the cusp of the 21st century. It opened its doors to students in August 1997 offering opportunities for faculty and students to experience higher education within a unique ecological setting amidst unprecedented growth in population. These factors prompted the university community to embrace environmental sustainability and diversity as integral parts of its mission.

Situated in southwest Florida, FGCU serves the communities of three coastal counties and two rural counties. Charlotte, Collier and Lee counties are located on the Gulf of Mexico and contain diverse communities and populations. Each of these three counties has areas of great wealth and extreme poverty, along with large middle class populations. Each county also has a mixture of hospitality, service, technology, and farming industries that support the local economies. The rural communities of Glades and Hendry counties are primarily agricultural in nature and are home to ranchers, farmers, and migrant workers. Each of these communities also has a widely diverse population. The school districts in these five counties require the best and brightest education professionals who are capable of meeting the diverse needs of those they serve. Education professionals in these settings must recognize that diversity is the strength of the communities and schools and be skilled in capitalizing on this characteristic to provide quality education and services to every student.

The College of Education (COE) is one of five colleges at FGCU. The primary role of the college is to prepare teachers, counselors, and other education professionals at both the initial and advanced levels. COE offers programs of study that can be used toward initial and advanced certification or endorsements by the Florida Department of Education in a variety of teaching specialty areas. Undergraduate degree programs are offered in Child Development, Early Childhood Education, Elementary Education, Secondary Education, and Special Education. Graduate degree programs, at the masters' level, are offered in Curriculum and Instruction, Educational Leadership, Elementary Education, Reading, Special Education, Mental Health Counseling and School Counseling. The Educational Specialist (EdS) is a post-master's program in education with two concentrations: Curriculum & Instruction and Educational Leadership. The college also has an Educator Preparation Institute (EPI), which is a state approved alternative certification program.

The COE undergraduate teacher education programs are referred to as "integrated programs." The term signifies that candidates in all undergraduate education degree programs have common courses and experiences that provide all prospective teachers with competencies to meet the needs of second language learners and students with special needs. Each major also includes coursework, field experiences and internships specific to the degree program.

At the graduate level, masters' programs emphasize consultative, supervisory, and multidisciplinary skills intended for candidates who wish to assume innovative leadership roles in public or private schools and

community settings. The educational specialist program meets the needs of educators in areas such as staff development, program coordination, and curriculum development. The program also prepares individuals to become agents of change in organizations as leaders among the ranks of principals, superintendents, and chief executive officers.

OVERVIEW OF THE CONCEPTUAL FRAMEWORK

When founded in 1997, the faculty in the College of Education (COE) crafted a vision and mission. In the fall of 2003, a committee was formed to lead the process of creating a formal Conceptual Framework for the college. With members of COE faculty, students, and administrators; faculty from other areas of FGCU; representatives from the regional school districts; and other community members, the committee worked with all faculty to clearly define the college purpose, philosophy, and guiding principles. This resulted in the creation of a new vision, mission, and a set of college goals. The work of that committee and many others continued through 2010 to define expectations for candidates, faculty, and unit operations, and a comprehensive assessment system. An historic overview of the yearly activities undertaken to complete this work is available on the college website at: <http://coe.fgcu.edu/Accreditations.html>.

The college vision is known throughout the college of education community by the phrase: *learners and leaders of today and tomorrow*. It signifies that continuous learning and leadership go hand-in hand. It communicates high expectations for candidates, faculty, and other members of the college community. The characteristics necessary for achieving this vision are depicted in the seven college goals and supported in the knowledge base. Two candidate proficiencies related to each goal define the knowledge, skills, & dispositions expected of all candidates in all programs. Similarly, a set of expectations for faculty and unit operations inform practice that emphasizes continuous learning and leadership among faculty and administrators.

The college assessment system was developed to provide a process for continuous review and assessment of candidates, faculty, programs, and unit operations. The annual five-phase process involves needs assessment, improvement planning, collecting and reviewing formative data, assessing annual objectives, and the formal aggregation, disaggregation, and analysis of data for the next cycle. Candidate assessment data are collected and reviewed regularly to ensure appropriate progress in meeting college proficiencies, state competencies, and national standards. This process includes the review data from entrance requirements, course based assessments described as critical tasks; field experiences, culminating experiences, exit requirements, and alumni follow-up reports. Candidate data are also used by faculty and administration to assess the effectiveness of programs, teaching and unit operations in preparing candidates. Thus, faculty and administration develop improvement plans based in large part on candidate data.

4.2 THE VISION AND MISSION OF THE INSTITUTION AND UNIT

FLORIDA GULF COAST UNIVERSITY VISION

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs.

FLORIDA GULF COAST UNIVERSITY MISSION

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Through these efforts, the faculty and University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

COLLEGE OF EDUCATION VISION

"Learners and leaders; today and tomorrow"

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

COLLEGE OF EDUCATION MISSION

Our mission is to provide diverse environments of excellence that support dynamic learning experiences. In these environments, faculty and students reflect upon and engage in the applications of theory, research, and emerging technologies. These environments support the construction of knowledge, skills, and attitudes through collaboration and inquiry. As a result, faculty and students are empowered to create an enhanced quality of life within their respective communities.

ALIGNMENT OF THE COLLEGE MISSION TO THE FGCU MISSION

FGCU clearly states that its mission, in part, is to "...fulfill the academic, cultural, social, and career expectations of its constituents" and "to transform student's lives...." The COE mission clearly aligns with this, in that it defines high quality education in an environment of inquiry and collaboration in which "students are empowered to create an enhanced quality of life..." The graduates of the COE are uniquely qualified to carry both missions from the FGCU campus to the community as educator practitioners who are continuous learners and leaders in their fields.

4.3 THE UNIT'S PHILOSOPHY, PURPOSE AND GOALS

PHILOSOPHY

The College of Education philosophy acknowledges the critical relationship between learning and leadership. Leadership is a logical outgrowth of authentic learning, and learning is fostered through leadership that is focused on the learner in diverse learning environments. Exposure to diverse ideas and viewpoints allows learners to challenge and examine their beliefs and broaden their perspectives.

The role of the College of Education is to provide an optimal environment for candidates to develop the knowledge, skills, and dispositions necessary to be highly competent leaders in their professions. Through collaboration, research, reflection, and ongoing assessment, leaders provide the framework for the success of all community members. Thus, successful leaders facilitate learning in communities in which all members are valued and diverse backgrounds, ideas, and perspectives are seen as essential to wise decision-making.

Meaningful learning occurs in environments where instruction is intellectually and emotionally engaging for learners. Based on the constructivist paradigm, effective instruction engages learners in inquiry and involves them in higher order thinking. Instruction is purposefully and carefully designed to provide learners with opportunities to understand the connections between new information and prior knowledge. This is best achieved when the instructor establishes a safe environment and serves as a facilitator in the learning process. In this environment, the instructor crafts activities and questions that stimulate lively discussion and foster meaningful debate.

Members of the College of Education recognize that learning is more than a process of memorizing facts and information. Learning involves recognizing patterns, relationships, and connections and applying these for the development of deep understanding and problem solving. The development of deep understandings requires that learners recognize and share their preconceptions. An emotionally safe environment is essential to this process. Therefore, educators must cultivate learning communities that foster respect for all members as individuals and team players. The COE faculty must model this and assist candidates in applying these strategies within P-12 settings.

In order to develop their own deep understandings of the relationships between theory, research, and practice, professional education candidates must have authentic learning experiences. Thus, through field experiences, class projects, and culminating activities, candidates have opportunities to engage in meaningful collaborations as they acquire and apply skills, knowledge, and dispositions. Most importantly, candidates have ample opportunities to work in P-12 educational environments to witness how people learn, how instruction impacts learning, and how assessment informs both teaching and learning. The College of Education must prepare candidates to use research-based practices to effectively meet the needs of all learners. Educators must remain focused on how learning occurs and utilize the best research-based instructional and assessment practices to create learning communities that remain focused on the learner.

Reflection is essential to the development of competence in any field. For continuous learners and leaders in education, reflection is necessary for development of individual professional philosophies, visions, and missions. It is essential for collaborating effectively with others, assessing strengths and needs, and improving practice.

Technology is an important tool for creating an effective learning environment and for professional growth. It allows for instant access to information, thinking and exploration in nonlinear formats, the manipulation of large amounts of data, and rapid communication of information. Technology rich environments provide ample opportunity to engage in authentic learning activities that promote collaboration and critical thinking. Therefore, educators must incorporate activities that require candidates and P-12 students to use technology as a tool for learning.

Education plays a critical role in developing just and democratic societies. To paraphrase Thomas Jefferson, a nation cannot be both ignorant and free (Padover, 1939). Education is increasingly important as the means for

improving the quality of life for citizens for a rapidly changing and complex global society. Therefore, the College of Education has a responsibility to advance the profession through teaching, scholarship, and service.

GUIDING PRINCIPLES

Learners and leaders of today and tomorrow emerge through participation in educational experiences that are based on the following guiding principles:

1. The learner gives meaning, relevance, and purpose to the educational process.
2. Meaningful learning requires openness to new ideas, experiential engagement, reflection which results in change.
3. Diversity, in all its forms, contributes to the health of learning communities where the sharing of diverse ideas and perspectives is essential to the construction of meaning.
4. A constructivist approach to education supports all learners in their transformation of knowledge and experiences into new understandings.
5. Collaboration and cooperation are essential to learning, systems thinking, and problem solving.
6. Professionals who embrace an ethic of care are successful in creating a nurturing environment in which effective learning is enhanced.
7. Effective teaching requires knowledge of content, theory, and research-based practices in planning, assessment, and the facilitation of learning.
8. Educators should embrace a vision that is dedicated to advocating for all students, displaying ethical and professional behaviors, and contributing to the continuous improvement of the profession.
9. Effective educators utilize a repertoire of teaching strategies and technology tools that enable them to differentiate instruction.
10. Effective leaders, like learners, engage in continuous assessment to improve their practices, the learning community, and the educational process.
11. Schools are a microcosm of a society where all learners are respected, supported in their individual growth, and deserve equal opportunity for success.
12. Quality education preparation programs engage candidates in real-world applications of knowledge, skills, and dispositions through multiple and varied field experiences.
13. Colleges of education make vital contributions to the communities they serve and the field of education through teaching, research, scholarly activities, and service.

PURPOSE

Education plays a number of vital roles in an ever-changing society. As societies grow and advance, education is the vehicle that prepares citizens to engage in constructive decision making that leads to purposeful change. Technological advances, economic shifts, and global awareness of cultural and economic traditions all require changes to the educational system and curricula. Contemporary education today must prepare the world's citizens to recognize the strength of diverse ideas and perspectives while respecting cultural differences and ideologies.

With rapidly changing political, economic, and social structures, the development of responsible citizenry continues to be a crucial role of education. The environmental impacts of increased population, advancing technologies, and profit-centered economics require citizens who understand their responsibilities and develop commitments to environmental stewardship, as well as to the betterment of humanity. To function effectively in a changing environment, responsible citizens require more than competence in basic skills. They

must have the knowledge, skills, dispositions, and strategies that enable them to learn independently, collaboratively, and continuously.

Colleges of education serve a vital role in contributing to the overall purposes of education. They must be dedicated to the development of highly qualified educational and clinical practitioners with strong knowledge bases in their areas. Furthermore, graduates must be responsible citizens with global perspectives. Graduates from colleges of education must value, practice and model a love of learning and the ability to think critically and apply knowledge, while demonstrating reflective thinking practices that continue beyond the P-20 system.

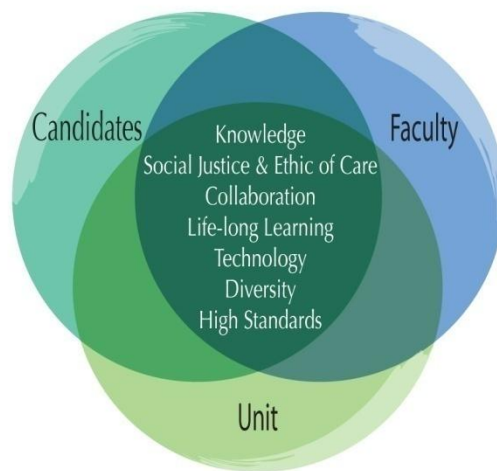
Colleges of education must contribute to society by being responsive to the local and global needs of the communities they serve as they prepare educators for the future. This involves providing leadership, professional development, and service to the community. To this end, the colleges of education must engage scholarly activities that will contribute to the advancement of the understanding of learning and the development of the most effective educational experiences to meet the needs of all learners.

GOALS

“Learners and Leaders of Today and Tomorrow”

All members of our college community demonstrate continuous learning and leadership as they strive to meet the high expectations set forth in our college goals.

College of Education Goals



The goals established for the College of Education evolved from the shared vision, mission, philosophy, and guiding principles developed collaboratively by members and stakeholders of the college community. The seven college goals ensure that all candidates develop characteristics of continuous learners and leaders. With candidate success at the forefront, the college goals define candidate proficiencies, direction for how faculty work as members of the professional community, and how the unit operates. Adherence to the direction provided by these goals ensures the success of candidates, contributions to the professional community, successful collaborations, and ultimately the success and future of P-12 students.

- **Knowledge:** To develop depth and breadth in theoretical knowledge and make practical applications within the profession
- **Social Justice & Ethic of Care:** To create an environment that values individual differences in order to make equitable decisions and promote democratic values
- **Collaboration:** To establish and participate in collaborative partnerships in which people apply knowledge and skills as they interact with other professionals
- **Lifelong Learning:** To promote reflective, life-long learning behaviors that result in the ability to make informed and evaluative decisions
- **Technology:** To establish a climate that supports the integral use of technology tools
- **Diversity:** To capitalize on the diverse assets and support the needs of all individuals in the community
- **High Standards:** To establish and maintain rigorous and high standards of performance

4.4. KNOWLEDGE BASE

The seven college goals, identified as significant for learners and leaders in education, are supported by the professional literature.

KNOWLEDGE

It goes without saying that learners and leaders need knowledge. However, how knowledge is viewed impacts both instruction and learning. The view of knowledge as information to be remembered is no longer adequate for creating successful curricula and meaningful learning experiences. Knowledge is a complex network of schema constructed by the individual using basic and complex cognitive processes (Martinez, 2010). Fundamental concepts and procedures are constructed through sorting, classifying, and pattern recognition. Piaget (1972) describes the construction of knowledge as a process by which people examine new information in relation to their existing schema. If the new information fits, then the learner assimilates it into the current structure. If it does not fit, the learner enters a state of disequilibrium, whereby the mind must restructure the schema to accommodate the new information. Piaget asserts that it is through accommodation that meaningful learning occurs. The learner continues to construct more expert knowledge structures when given opportunities to use critical thinking and problem solving skills. Understanding how people learn is key to creating effective opportunities for all learners to develop in depth understanding of content.

Instruction that aligns with how learners construct knowledge is fundamental to preparing educational professionals at all levels and in all areas. The use of inquiry, reflection, and authentic learning experiences provide opportunities for learners to use metacognition and critical thinking to construct and reconstruct schema to create more expert knowledge models. Schon (1983, 1987) and Loughran (2006) expanded on Piaget's theory of adaptation, explaining the resolution of conflict as a process that involves reflective thinking. They purport that reflective thinking skills can be developed in pre-service educators by regularly engaging them in guided reflective activities involving observations and experiences. The use of inquiry and problem solving in authentic situations engage students and provide meaningful learning experiences (Rule, 2006). Buysse, Sparkman, and Wesley (2003) illustrate the connection between authentic learning experiences, reflective practice, and the natural way in which learners construct knowledge.

Authentic projects and tasks provide opportunities to assess the learner's metacognitive processes, their ability to integrate and apply skills and knowledge, their ability to manage time and other resources, and their ability to work collaboratively and solve problems. Finally, authentic tasks allow students to learn job-related

skills necessary for entrance into the profession in ways that help them impart to their students the utility of an “assessment for learning” context (Stiggins, 2008; Wiggins, 1998).

Effective professionals and leaders in education must remain current in theory, research, and practices that promote the best possible learning experiences for all learners. The knowledge gained from research impacts the educational institutions and the lives of those educated. Educational research provides the avenue for successfully melding cognitive theories with instructional practices (Hurley, Greenblatt, & Cooper, 2003). As Senge (1990) points out, the purpose of an organization must relate to its impact on society.

SOCIAL JUSTICE AND ETHIC OF CARE

Americans live in a pluralistic society where equity and fairness are a part of history and are thus important guiding factors in public education. As Marshall and Olivia (2010) explain, “Social justice interrogates the policies and procedures that shape schools and at the same time perpetuate social inequalities and marginalization due to race, class, gender” (p. 31). Spirituality, age, ability, diversity, and sexual orientation have been added to the list. This philosophical premise of humanity mandates that educators are prepared to provide equitable opportunities for all students in a diverse society (Rebore, 2001). The distributed effort of people at all levels of education to meet the goals of moral purpose will produce commitment throughout a system (Fullan, 2005). Leaders should work to raise the bar and close the gap of student learning, treat people with respect, and contribute to the social environment.

Ethic of care requires that educators question unjust and uncaring practices and work to change these injustices (Cunningham & Cordeiro, 2009). Noddings (2003) contends that ethic of care is this dialogue upon which social justice is built. She suggests that curriculum be organized around themes of care since we live in a time in which society, and therefore schools, concentrate on materialistic messages. Educators need to care for students and show them how to care for each other. Researchers have studied classrooms from kindergarten to university level and reached consistent conclusions regarding the necessity for establishing a learning environment in which students feel safe, valued, and respected. A rich learning environment with caring teachers supports students and allows them to explore, discover, and question as they examine content, the world, and their perceptions in situations of mutual support (Frazier, 2003).

Ethic of care is the basis for social justice. Delving deeply into social justice requires challenging the status quo, traditional patterns of privilege, and deep assumptions about what is real and good. It is the responsibility of every educator to translate research and theory so that it fosters equitable student performance (Marshall & Oliva, 2010).

COLLABORATION

Educators today must routinely engage in collaborative processes to be effective. At the heart of collaboration is effective communication. Participants must understand the reciprocal roles of speaker and listener and maintain parity throughout their interactions (Friend, 2000). Although collaborative problem-solving among educators may be difficult to institutionalize, knowledge, skills, and dispositions for effective collaboration form a growing body of knowledge for educators (Memory, Yoder, & Williams, 2003). Individuals who participate in effective collaboration learn to value the interaction style, trust one another, and develop a sense of community with co-workers (Friend & Cook, 2006; DuFour, 2007). Collaboration among educators

reduces feelings of isolation, facilitates continuous growth and expertise in instructional practices, improves student learning, and increases the likelihood of teacher retention (Dunne, Nave, & Lewis, 2000).

Collaboration within diverse school contexts requires cultural considerations (Rogers, 2000). Factors compelling educators to collaborate on behalf of their students include federal legislation such as the Individuals with Disabilities Education Improvement Act of 2004 and the No Child Left Behind Act of 2001, both of which mandate a response to intervention framework and problem-solving model be implemented by a team of educators using a collaborative process to address student learning and behavioral needs. Educators must be aware of the diverse needs of students, which require them to monitor student progress and make data-based instructional and behavioral decisions. Through collaboration, education professionals can ensure that students receive the most effective services to which they are entitled (DuFour, DuFour, Lopez, & Mohammed, 2006).

LIFELONG LEARNING

Learning is at the heart of the teaching profession. Formal education for educators is only the beginning of their journey of lifelong learning. Through reflection and activities such as action research, educators continually seek to improve their practice and maximize opportunities to increase student learning (Johnson, 2008). New teachers are encouraged to initiate discourse in lifelong learning by creating a plan for continuous improvement in teaching practices (Helterbran, 2005). Educators who commit to lifelong learning increase their ability and confidence to solve problems and use the continuous improvement process to inform their everyday work.

Embracing the tenets of lifelong learning promotes learning for students, the community, and the profession. When professionals are engaged in lifelong learning, a positive, supportive, and collaborative learning environment results (Southall, 2003). Educators committed to lifelong learning are integral parts of their schools, communities, and the profession through their sense of personal responsibility (Cain, 2001). Thus, truly professional and effective learning communities in education stem from a strong sense of commitment to lifelong learning.

TECHNOLOGY

Research has shown that properly integrated technology by qualified and caring teachers can significantly enhance student learning, increase attendance and graduation rates, improve test scores, and motivate students to want to improve themselves (Adada & Styron, 2009; Gunter, 2001; Hackbarth, 1996; Mitchell, 2004; Van Roekel, 2010). Title II, Part D, Section 2413, of the *No Child Left Behind* Act or Enhancing Education through Technology included a number of specific goals (U.S. Department of Education, 2002). The primary goal was to improve student academic achievement through the use of technology in elementary schools and secondary schools.

The goals require state education agencies to:

- Ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the State, so that technology is fully integrated into the curricula and instruction of the schools by December 31, 2006.
- Develop long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in classrooms throughout the State, including through improving the capacity of teachers to integrate technology effectively into curricula and instruction.

- Encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance-learning (also referred to as eLearning) technologies.

Educators are charged with teaching students living in a technology driven society. It is incumbent upon educators to prepare students for a digital world. This requires educators to continually and critically examine the standards and curricula to ensure inclusion of appropriate and current technologies. There is also a great need for teacher preparation programs to provide instruction on how to integrate a variety of technologies into instruction and to be reflective regarding how these new approaches can be used most effectively with students from diverse backgrounds (Holum & Gahala, 2001).

DIVERSITY

Diversity is essential to survival, health, and growth. This is true for ecosystems, gene pools, and academic communities. Teachers and leaders need to know how to both capitalize on the assets that come with diversity in the educational setting as well as how to support the needs of all individuals.

Today's schools are more diverse than ever, due in part to the increasing number of immigrants attending schools (Hernandez, Denton, & Macartney, 2008) and the inclusion of students with special needs in general education classrooms (DeValenzuela, Copeland, Huaquing Qi, & Park, 2006). These trends are creating the need for more culturally sensitive and collaborative classrooms. Knowledge and understanding of students' culturally diverse backgrounds suggests changes in classroom procedures and instruction to enhance the impact on students' learning.

In order for all students to respect and appreciate diversity, they must first develop a strong sense of self (Hill, Stremmel, & Fu, 2002). Creating a sense of community in which students and educators form trusting, meaningful relationships becomes a top priority (Agirdag, 2009). Celebration of individuality within a group helps students feel significant and acknowledged (Rance-Roney, 2009). Diverse background knowledge and dispositions can be built upon to help all learners examine and challenge their assumptions and to examine content and issues from a variety of perspectives (Voltz, 2003). Embedding instruction in real-life activities naturally accommodates learning characteristics of diverse students and tends to increase student learning outcomes.

HIGH STANDARDS

In the past challenging curriculum with high expectations has been reserved for gifted and advanced learners. However, Perkins (1992) argues that all students benefit from curriculum and instruction that is rich with problem-solving and critical thinking. Practices employed for the gifted learners are more effective than remediation for students who struggle in traditional classrooms. Schools that establish high expectations and provide the support to meet them are succeeding in closing achievement gaps (Bernard, 1995). This does not happen without effective leaders. Lambert (2003) makes the case that learning and leadership are intertwined. Effective leadership requires a shared vision of good teaching and high standards for student work.

Teacher expectations contribute substantially to students' achievement, thus limited understanding of students' diverse cultures increases the probability of achievement gaps and limited academic success (Ferguson, 2003; Roach, 2004). Students tend to internalize and base their effort and performance on

teachers' beliefs about their ability. Higher expectations usually lead to quality instruction and stronger students' performance (Neal, McCray, Johnson-Webb, & Bridgest, 2003; Short & Echevarria, 2005). Cochran-Smith (2002) and Rust (2009) posit that teacher education programs are critical in encouraging teacher candidates to develop an inquiry mind-set focusing on the use and creation of research-based knowledge. Developing an inquiry disposition early on, may predispose teacher candidates to carry that inquiry stance into their professional lives and encourage high academic expectations for their students.

4.5 KNOWLEDGE, SKILLS, AND DISPOSITIONS

The College of Education has a variety of initial teacher preparation programs and advanced programs in education. It also offers four programs for people in careers outside of P-12 education. At the undergraduate level, the college offers six bachelor's degrees, a minor in education, and a non-certification program. At the graduate level, the college offers two initial preparation programs (one master's degree and one non-degree), six advanced master's degree programs, and one advanced specialist degree program.

UNDERGRADUATE PROGRAM DESCRIPTIONS

There are three types of programs. These include: 1) Initial certification programs; 2) A minor in education; and 3) A non-certification track program.

- **Initial Certification Programs: Bachelor of Arts (BA)** - Candidates graduate from these initial certification programs as *certification eligible*, meaning they have successfully completed all course work and clinical experiences, met state English for Speakers of Other Languages (ESOL) competencies, and passed the required state certification exams. Initial certification programs at the undergraduate level include:
 - Early Childhood Education (P-3)
 - Elementary Education (P-6)
 - Secondary Biology Education (6-12)
 - Secondary Mathematics Education (6-12)
 - Secondary Social Science Education (6-12)
 - Special Education (P-12)
- **Minor in Education** - The College of Education offers a *Minor in Education*. Candidates complete all the academic courses necessary to fulfill the coursework portion of the Florida alternative certification requirements.
- **Non-certification Track Program: Bachelor of Science (BS)** - The College of Education offers a program in *Child Development* for candidates who do not intend to pursue careers in education or for those who elect careers in education that do not require state certification. This program is included in all aspects of the college assessment and evaluation efforts. **Because it does not prepare candidates for P-12 settings, it will not be addressed specifically in this document.**

GRADUATE PROGRAM DESCRIPTIONS

Two initial teacher preparation programs are offered at the graduate level. Additionally, the College of Education offers six advanced programs at the masters' level and one at the specialist level. A doctorate in education is also in the state approval process. Additionally, the college offers three graduate master's programs for non-educators.

- **Initial Teacher Preparation Program: School Counseling (MA)** – Candidates completing this program accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) meet all state certification requirements, including successful completion of clinical experiences and passing of certification exams, to be certification eligible in Florida.
- **Initial Teacher Preparation Program: Alternative Certification Program (Non-Degree):** The Educator Preparation Institute (EPI) is a Florida Department of Education approved alternative certification program. This non-degree program at the graduate level is designed for career changers and those with degrees in areas other than education who wish to become teachers. The program includes a combination of graduate credit courses, non-credit courses, and clinical experiences that meet state certification requirements. In addition, candidates must pass state certification exams to successfully complete the EPI program and receive their temporary teaching certificate.
- **Advanced Programs: Masters in Education (MEd)** - Six advanced programs are offered in the College of Education. Entrance to each requires candidates to be eligible for a Florida professional education certificate in an appropriate area. Advanced MEd programs include:
 - Curriculum and Instruction
 - Curriculum and Instruction: Educational Technology
 - Educational Leadership
 - Elementary Education
 - Reading
 - Special Education
- **Advanced Programs: Post-Masters**
 - **Education Specialist (EdS)** - The Education Specialist program promotes the growth and transformation of educational professionals as they focus on organizational management, effectiveness issues, and the development, implementation, and evaluation of curricula. Candidates choose either Educational Leadership or Curriculum and Instruction as their area of concentration. They also choose a cognate area from within or outside the College of Education.
 - **Doctorate in Education (EdD)** - The proposed Doctorate in Education program builds upon the focus of the Education Specialist program of the growth and transformation of educational professionals. EdD candidates will be expected to engage in applied scholarly research that will enhance the empirical knowledge base of their chosen profession.
- **Other Programs: Master of Arts (MA) for Non-P-12 Settings** – These programs are included in all aspects of the college assessment and evaluation efforts. **Because they do not prepare candidates for P-12 settings, they will not be addressed specifically in this document.**
 - Curriculum and Instruction: Educational Technology – This program is designed for those in fields outside of education or those in non-teaching education positions.
 - Educational Leadership – The MA in Educational Leadership is designed for those in careers outside of the P-12 education community.
 - Mental Health Counseling – This CACREP approved program is designed for those seeking counseling careers outside of education.

COLLEGE PROFICIENCIES FOR CANDIDATES IN ALL PROGRAMS

Each College of Education goal is critical to the development and growth of learners and leaders, thus the college developed a set of candidate proficiencies in relation to each college goal. Each goal has two proficiencies aligned to it. The first is a combined knowledge and skill proficiency. The second is a dispositional proficiency (see Table 1). These proficiencies have also been aligned to Florida Gulf Coast University's Undergraduate Goals and Graduate Student Learning Outcomes. The documents demonstrating the alignment to the university goals and outcomes is available on the college website at:

<http://coe.fgcu.edu/Accreditations.html>.

Table 1: College of Education Candidate Proficiencies

College Goal	Candidate Proficiencies
Knowledge	COE 1.1 Demonstrate understanding and application of current theory, methods, and trends. (KS) COE 1.2 Value expertise and research in the field (D)
Social Justice & Ethic of Care	COE 2.1 Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. (KS) COE 2.2 Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members. (D)
Collaboration	COE 3.1 Have knowledge of professional collaboration skills and demonstrate ability to work collaboratively with peers and professionals. (KS) COE 3.2 Value the strength that collaboration brings to advancing the outcomes within the community. (D)
Lifelong Learning	COE 4.1 Develop professional goals and plans for continuous improvement and make informed decisions to improve practice based on current knowledge and reflection. (KS) COE 4.2 Value learning and critical thinking as necessary ingredients for success and leadership. (D)
Technology	COE 5.1 Know and use appropriate technology tools effectively to support success. (KS) COE 5.2 Appreciate the contributions that technology makes to the enhancement of communication and growth within the community. (D)
Diversity	COE 6.1 Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. (KS) COE 6.2 Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve. (D)
High Standards	COE 7.1 Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards. (KS) COE 7.2 Believe that all people can achieve high standards. (D)

PROGRAM OUTCOMES

Each FGCU degree program has a set of Program Outcomes. As programs are proposed and developed, Integrative Program Matrices (IPMs) are created. The IPMs serve as master plans in which program outcomes, courses, and assessments are aligned to the university goals and college proficiencies. When the university

opened, the first programs developed established Program Outcomes that were aligned directly to the university goals. At that time, the College of Education faculty also aligned program outcomes to state certification requirements for initial preparation programs. All Program Outcomes are now also aligned to the college Candidate Proficiencies, as well. As new programs are developed and existing programs revised, great care is taken to ensure that Program Outcomes fully support college proficiencies for candidates. The complete IPM for each program is housed in the Dean's office and the FGCU Office of Institutional Planning. The IPMs are reviewed annually by program faculty and updated, as needed.

The Program Outcomes for all undergraduate programs at FGCU and other Florida universities are specified in Academic Learning Compacts. The College of Education identified twelve (12) student learning outcomes that align directly to the Florida Educator Accomplished Practices (FEAPs). Because the FEAPs are required state competencies for all areas of certification, these twelve undergraduate Program Outcomes apply to all College of Education undergraduate programs and constitute the Academic Learning Compact (ALC) for each.

Each graduate program has a set of Program Outcomes that are aligned to the College Candidate Proficiencies, along with appropriate state competencies and national standards as appropriate. A complete alignment of these outcomes to the courses and critical tasks in which outcomes are met and assessed can be found in each Instructional Program Matrix (IPM). All initial certification programs at the graduate level include alignments to the Florida Educator Accomplished Practices (FEAPs). Some other advanced programs also require FEAP competencies be met.

A complete listing of all undergraduate and graduate Program Outcomes is available on the college website at: <http://coe.fgcu.edu/Accreditations.html>.

Table 2 illustrates the alignment of College Candidate Proficiencies to the Program Outcomes, state competencies, and national standards. Table 3 depicts how graduate program outcomes align with College of Education Candidate Proficiencies, as well as the specific state competencies and national standards associated with each program.

Table 2: College Proficiencies – Undergraduate Programs

	All Undergraduate Degree Programs						Elementary Education	Early Childhood & Child Development	Special Education	Mathematics Education	Biology Education	Social Studies Education
	ALC	FEAPs	INTASC	IRA	ISTE	FL ESOL	AECI	NAEYC	CEC	NCTM	NSTA	NCSS
COE Proficiencies												
1. Knowledge	1, 7, 8	1,7, 8	1, 2, 8	1, 3	4	1-24	1, 2.1, 2.8, 4	1, 3, 4B, 4C	2, 8	1-13	1, 2, 4, 8	1.1 - 1.10
2. Social Justice & Ethic of Care	3, 6, 9	3, 6, 9	1, 5, 9	1, 4	6A	18	2.1, 2.8, 3.4, 5.1	4	5, 9		5, 9	
3. Collaboration	2, 9, 11	2, 9, 11	5, 6, 10	3, 4	5D	23	3.5, 5.3, 5.4	2, 3	6, 10	3, 7	7	
4. Lifelong Learning	3, 4, 7	3, 4, 7	2, 4, 9	5	5A, 5B	24	3.3, 5.2	4, 5	9	3	10	
5. Technology	12	12			1, 3	15, 17				6		
6. Diversity	5, 7	5, 7	2, 3	4	6	2, 3, 4, 25	3.2	2	3			
7. High Standards	6, 10	6, 10	7	2	2	6, 15, 16, 22	3.1	4D	7	14	6	

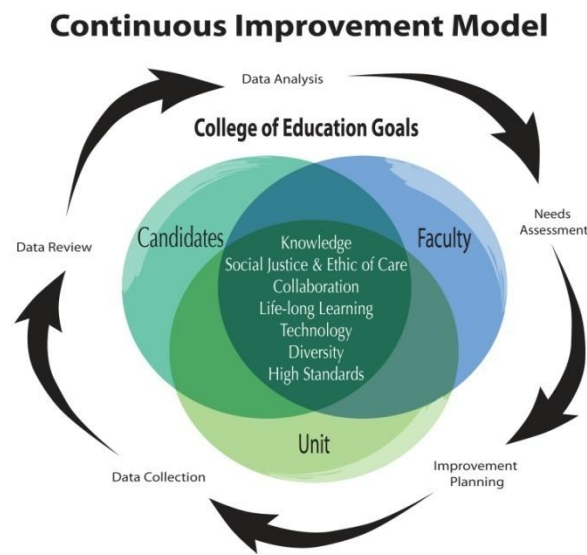
Table 3: College Proficiencies - Graduate Programs

College Proficiencies	Curriculum & Instruction		C & I: Educational Technology		Educational Leadership		Elementary Education & Educator Preparation Institute		Reading			School Counseling			Special Education			Educational Specialist
	Program Outcomes	NBPTS	Program Outcomes	ISTE	Program Outcomes	FELS	Program Outcomes	FEAPs	Program Outcomes	FRS	IRA	Program Outcomes	FSCS	CACREP	Program Outcomes	FEAPS	CEC	Program Outcomes
1. Knowledge	CI1	2	ET1 ET2	1	EL1,2,3, 5,8	1,2,3, 5,8	EE1	1, 4, 7, 8	R1	2,5,6, 11,12	1,2, 3	SC1	1, 3, 4	3,4,5 6, 7,8,A,B, C,D,O,P	SE4	5,7,8, 10,11, 12	2,3,6 , 7, 10	SLO 3, 4, 10
2. Social Justice & Ethic of Care	CI2	1	ET3		EL6, 9, 10	6, 9, 10	EE3	5,6,7, 9, 11	R2	6,7,8, 9,10	1,2, 4	SC2	2	E,F,G	SE5	3, 4, 5, 6	3,9	SLO 5, 13
3. Collaboration	CI3	5	ET4	3	EL4, 5, 9	4, 5, 9	EE2	1,2,5, 8	R3	2,3,4, 5,8, 11	3,5	SC3	5	G1. G5, SC	SE3	2, 5, 8, 11	3,6, 10	SLO 2, 5
4. Lifelong Learning	CI4	4	ET5	5	EL9	9	EE6	1,3,1 1	R4	1,3,4, 5,13	5	SC4	8	5, I. J	SE6	3, 4, 5, 6	8,9	SLO 3, 7
5. Technology	CI5	2	ET6	2	EL7	7	EE5	2, 8, 10, 12	R5	1,2,4, 7,10	1,2, 4	SC5	9	OP	SE4	2, 5, 8, 10, 12	2,3,6 , 7,10	SLO 12
6. Diversity	CI6	1,3	ET7	4	EL4, 6, 10	4, 6, 10	EE4	1, 5, 7, 9, 10	R6	3,4,5, 8,9, 11	1,3, 4	SC6	10	E, F, G, SC	SE2	1, 5, 7, 8	2,3,8	SLO 6, 9, 11
7. High Standards	CI7	1	ET8 ET9	2, 3	EL1, 2, 3, 8	1, 2, 3, 8	EE7	1, 2, 5, 8, 10	R7	9,13	7	SC7	6	G, H, K, L, O, P	SE2	1, 5, 8, 9, 11	2,3,5 , 8,10	SLO 8, 13

4.6 ASSESSMENT SYSTEM SUMMARY

INTRODUCTION AND OVERVIEW

The College of Education has adopted a continuous improvement model driven by the college vision, mission, and goals. Candidate proficiencies and expectations for faculty and unit operations are designed for all candidates and faculty to continuously grow and develop as learners and leaders. The continuous improvement process is designed to assess candidate, faculty, and unit operations against the proficiencies and expectations specified for each college goal. It also involves in-depth assessments of candidate performance in relation to specific program outcomes, state competencies, and national standards. Through a five-phase process, data related to candidates, faculty, and unit operations are analyzed, needs are assessed, improvement plans are developed, progress reviews are conducted, and data are aggregated for the next improvement cycle.



CONTINUOUS IMPROVEMENT MODEL

The continuous improvement model implemented in the College of Education is highly efficient and effective. All phases of assessment for candidates, faculty, and unit operations occur in parallel, which provides for timely sharing of data necessary to evaluate successes, assess needs, and plan for improvements across the college. As the above graphic illustrates, the process is a continuous cycle in which all five phases occur annually. This facilitates the ability to make timely adjustments when needs are identified.

Candidates are assessed extensively throughout their programs on specific indicators of competence, which include assessment of performance in relation to college proficiencies, program outcomes, state competencies, and national standards. Post graduation surveys with candidates and their employers are also used to assess their professional preparedness, competence, and success *as continuous learners and leaders* in their fields. All candidate assessments are used by faculty and unit administration to identify needs and plan for improvement.

Faculty evaluations are part of the continuous improvement model. Each faculty member reviews course, program, and unit data, along with his/her own professional goals to identify areas for

professional growth in teaching, scholarship, and service. Each person creates a Professional Development Plan, collects performance data, self-assesses achievement, and reviews performance with his/her supervisor. Records of faculty activity and objectives are aggregated and reviewed to inform needs and set objectives at the unit level.

Likewise, the college administration and stakeholders review candidate and faculty assessment data, along with other performance indicators related to the college goals. These data are used to identify needs and develop annual objectives. Data are collected throughout the year and reviewed annually to assess achievement of college objectives. The aggregation, disaggregation, and analysis of these data facilitate college and university level strategic planning and evaluation.

Table 4 presents an overview of the timeline, purpose, and general activities that occur during each phase of assessment of candidates, faculty, and unit operations. Each phase is presented in greater detail in the final section of this document.

Table 4: Phases of the Continuous Improvement Model

Phase 1 – Data Analysis & Needs Assessment (August-September)		
Candidate Proficiencies (Program Faculty)	Faculty Expectations (Individual Faculty and Mentors, as applies)	Unit Expectations (College Leadership Team)
Program review of previous year candidate and alumni data. Identify program needs. Results shared with faculty and administration.	Individual faculty review of previous year course assessments, program needs, and previous Annual Review of teaching, scholarship & service.	Administrative review of data on unit operations, program needs, external reports, strategic plan, resources, and faculty needs.
Phase 2 – Improvement Planning (September-October)		
Program faculty develop and submit <i>Program Improvement Plans</i> to address candidate needs. Gather input from program advisory boards.	Develop and submit individual <i>Professional Development Plans</i> for teaching, scholarship, & service.	Develop annual <i>College Improvement Plan</i> and update the strategic plan. Gather input from the College Advisory Board.
Phase 3 – Implementation & Formative Assessment (September-April)		
Implement program improvement plans and collect formative data on candidate progress. Prepare program revision documents for curriculum committee approval.	Implement professional development plan activities and collect data in areas of teaching, scholarship, and service.	Implement college improvement plan and collect data. Support and monitor data collection for program and faculty development activities.
Phase 4 – Annual Review & Reporting (March-June)		
Review formative data and develop the annual <i>Program Review Report</i> describing program accomplishments and submit to faculty, stakeholders, and administration.	Review success in meeting objectives set forth in PDP. Develop an Annual Review involving a portfolio of accomplishments for submission to supervisor.	Review candidate, program, and faculty reports of achievement. Develop <i>Annual College Report</i> and review with College Advisory Board.
Phase 5 – Data Aggregation & Statistical Analysis (June-August)		
Aggregate, disaggregate, and analyze candidate performance data in preparation for annual	Aggregate teaching, scholarship, and service data from all faculty across the college.	Aggregate, disaggregate and analyze data related to unit operations in preparation for

needs assessment.		annual needs assessment.
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DATA COLLECTION, ANALYSIS, AND EVALUATION

Through the continuous improvement process, comprehensive information on applicant qualifications, candidate proficiencies, alumni competence, faculty performance, and unit operations are collected, analyzed, and reviewed annually. Data related to candidates' admission qualifications, their program progress, and their post graduation performance as educators are analyzed at the program level. Results are shared with all college faculty and administration for comprehensive planning and evaluation activities.

ASSESSMENT OF CANDIDATES

Preparing candidates for their professions is the primary responsibility of the College of Education. Thus, assessments of candidate outcomes are used by faculty and administration for the evaluation and improvement of programs, teaching, and unit operations. Assessments of candidates occur at the time of admission, as they transition through their programs, at the end of their programs, and after they graduate. Multiple assessments are used in each phase of the continuous improvement cycle to obtain a comprehensive picture of candidate performance and program success.

Candidates are monitored from the time they apply to the College of Education, throughout their programs, and after they graduate. The following Transition Point tables depict program requirements and assessments that are used to continually monitor and assess candidates as they enter, progress, and exit programs. These tables also depict specific check points that are used to ensure candidate readiness for subsequent stages of their programs, such as clinical experiences and program completion activities. Following the tables are details regarding assessments and data collected. These are described in the sequence in which assessments are administered and data are collected. Collecting and analyzing data over this extended period enables the college to continually monitor candidate progress, assess needs, and make program improvements.

**Transition Point Assessments
Initial Certification Programs (Undergraduate)**

Table 5: Transition Point Assessments – Undergraduate Initial Certification Programs

Criteria	Admission	Entry to Block 4 (12 hr/wk Clinical)	Entry into Block 5 (40 hr/wk Clinical)	Exit from Clinical Practice	Program Completion
GPA	Minimum GPA of 2.5	Minimum GPA of 2.5	Minimum GPA of 2.5	Minimum GPA of 2.5	Minimum GPA of 2.5
Application	Program admission Application	Block 4 Admission Application	Block 5 Admission Application		Application for Graduation
Florida Teacher Certification Exams (FTCE)	Passing score on the General Knowledge Test	Passing Score on the Professional Education Test			Passing Score on the Subject Area Exam
Pre-requisite Coursework	Successful completion of General Education Requirements Successful completion of common prerequisites for education	Grade of C or above on all program coursework completed prior to Block 4	Successful completion of all program coursework, except Block 5 Internship with a grade of C or above	Successful completion of Block 4 and Block 5 Internship requirements with a grade of C or above	Successful Completion of all coursework and clinical experiences with a grade of C or above
Critical Tasks		Minimum score of acceptable on course-based critical tasks	Minimum score of acceptable on course-based critical tasks	Minimum score of acceptable on Internship critical tasks	Minimum score of acceptable on all critical tasks
Disposition Assessments		Candidate self-assessment and Faculty assessment	Clinical supervisor assessment	Clinical supervisor assessment and candidate self-assessment	Advisor Verification
Culminating Project				Completion of summary essay, action research project, professional development plan, and final portfolio	Presentation of culminating projects

Criteria	Admission	Entry to Block 4 Clinical Experience	Entry into Block 5 Clinical Experience	Exit from Clinical Practice	Program Completion
University Requirements	Completion of General Education Requirements				Successful completion of university Colloquium Course, Gordon Rule requirements, and service learning requirements
Advising Approval	Advisor Verification of qualifications	Advisor verification of readiness	Advisor verification of readiness	Advisor verification of completion	Advisor verification of graduation requirements
End-of-Program					Candidate End-of-Program Survey

**Transition Point Assessments
Advanced Programs**

Table 6: Transition Point Assessments – Graduate MEd and EdS Programs

Criteria	Admission	Field Experiences	Pre-Culminating Experience Check	Program Completion
GPA	Minimum GPA of 3.0	Minimum GPA of 3.0	Minimum GPA of 3.0	Minimum GPA of 3.0
Test Scores	Submission of GRE or MAT scores			
Application	Program Admission Application	*Clinical Experience Application		Application for Graduation
Transcripts	Bachelor's /post-bachelor's from a regionally accredited institution.			Program transcript checked by Program Leader and/or Associate Dean
Certification	Current education certificate or certification eligibility in appropriate area			*Passing score on Certification Exam
Interviews	Entrance Interviews required for School Counseling and Educational Specialist			

Criteria	Admission	Field Experiences	Pre-Culminating Experience Check	Program Completion
Recommendations	3 Letters or other forms of recommendation			
Coursework Requirements	Completion of program pre-requisites with a grade of B or above Grade of B or above in courses used for transfer.	Field Experience in Diverse setting Assessment of Impact on Student Learning	Successful completion of all program courses with a grade of B or above or S for Satisfactory	Successful completion of all program courses with a grade of B or above or S for Satisfactory
Critical Tasks in Education		Minimum score of acceptable on course-based critical tasks *Minimum score of acceptable on Internship critical tasks	Minimum score of acceptable on course-based critical tasks	Minimum score of acceptable on all critical tasks
Disposition Assessments		Course-based assessments Candidate self-assessments Program faculty assessments (These vary by program)	Advisor Verification	Advisor Verification
Culminating Experience			Culminating Experience Approval by faculty	Successful completion of Culminating Experience Requirements *Successful completion of Clinical Experience
Advising Approval	Program Leader or Associate Dean Verification of qualifications	*Advisor verification of readiness	Advisor approval of culminating experience	Program Leader or Associate Dean verification of graduation requirements
End-of-Program				Candidate End-of-Program Survey

*School Counseling (MEd)

**Transition Point Assessments
Educator Preparation Institute
Minor in Education**

Table 7: Transition Point Assessments – Educator Preparation Institute and Minor in Education

Criteria	Program	Admission	Field/Clinical Experiences	Program Completion
GPA	Minor	Minimum GPA of 2.50		Minimum GPA of 2.50
	EPI	Minimum GPA of 2.75	Minimum GPA of 2.75 for admission to clinical	Minimum GPA of 2.75
Application	Minor	Admission Application		Application for Graduation
	EPI	Bachelor’s Degree Passing scores on GKT and Subject Area Exam DOE Status of Eligibility	Clinical Experience Application	Certificate of Completion
Coursework Requirements	Minor	Completion of General Education Requirements	Course-embedded field experience in a diverse setting Assessment of Impact on Student Learning	Successful completion of all program coursework with a grade of C or above
	EPI		Clinical Experience in a diverse setting Assessment of Impact on Student Learning	Successful completion of all coursework and clinical experiences with a grade of B- or above
Critical Tasks in Education	Minor		Minimum score of acceptable on course-based critical tasks	Minimum score of acceptable on all critical tasks
	EPI			
Disposition Assessments	Minor		Course-based assessments	Advisor Verification
	EPI			
Advising Approval	Minor	Advisor Verification of qualifications	Advisor verification of readiness	Advisor verification of graduation or completion requirements
	EPI			

APPLICANT ADMISSION REQUIREMENTS AND DATA

The following data are used for admission purposes and are reviewed annually to assess its effectiveness in predicting candidate success and ensure fairness for all groups of applicants. The following data are used for admission purposes.

- GPA: The applicant's Grade Point Average (GPA) from prior degrees and coursework is used for admission decisions.
- Test Scores: Applicant entrance exam scores are required for admission to all undergraduate and graduate programs. All undergraduate programs require passing scores on the state General Knowledge Test for admission to BA, MA and Alternative Certification initial teacher preparation programs.
- Certification: Advanced programs require proof of teacher certification or certification eligibility for admissions to MEd programs.
- Recommendation: All candidates applying to graduate programs must submit three letters of recommendation. In some instances, specific recommendation forms are used in place of letters.
- Interviews: These are used in some graduate programs as an admissions criterion.
- Other FGCU or Florida Requirements for Undergraduate Programs: Florida Communication and Computation Skills requirement, general education prerequisites, common prerequisites, and content prerequisites are required for admission to all undergraduate programs.
- Demographic Data: Demographic data related to gender, age, race, and ethnicity are collected for all applicants and are used to assess equity and fairness of the admission process, as well as fairness of program requirements and assessments.

Admission Data Summary (Aggregated from 2009-2010 data)

Undergraduate Initial Certification Programs:

- Mean GPA for Undergraduate Program Admission = 3.14
- Florida Teacher Certification General Knowledge Test (GTE) = 100% of undergraduates meet the state required pass score of 200
- Mean SAT scores for Undergraduate Candidates = 938 (Not used as admission criteria for COE)
- Mean ACT scores for Undergraduates Candidates = 22.1 (Not used as admission criteria for COE)

Graduate Programs:

- Mean GPA for Graduate Program Admission = 3.20
- Certification Eligibility for Graduate Candidates in MEd Programs = 100% of candidates meet certification eligibility requirement for admission
- Mean GRE scores for Graduate Candidates = 938 (No set cutoff score for admission)
- Mean MAT scores for Graduate Candidates = 376 (No set cutoff score for admission)

CANDIDATE PROGRESS

All candidates in all programs are assessed regularly as they progress through courses, at specific transition points, and at the end of their programs. Candidates are expected to demonstrate competency on all college proficiencies, program outcomes, state competencies, and national standards.

The Tables in Section 4.5 of this document (Candidate Knowledge, Skills, and Dispositions) document the alignment of all outcomes and illustrate that all required competencies and standards are assessed.

Detailed review of program matrices and assessment rubrics indicate that all requirements are assessed using multiple measures and multiple points in the program. Table 8 below provides an overview of the assessment data that are collected and analyzed in relation to the College of Education candidate proficiencies. These same data measures are used to document candidate competence in relation to the more detailed assessment criteria associated with state competencies and national standards.

Table 8: Candidate Assessments aligned to College Proficiencies (*See section 4.5 for detail on alignments to state and national standards*)

College of Education Candidate Proficiencies	Assessments used to assess all college, program, state and national proficiency criteria
<p>Knowledge</p> <ul style="list-style-type: none"> • Demonstrate understanding and application of current theory, methods, and trends. (KS) • Value expertise and research in the field. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Field Experience Assessments • Culminating Experiences • Certification exams • Assessments of dispositions • End-of Program Survey • Alumni Survey • Employer Survey
<p>Social Justice & Ethic of Care</p> <ul style="list-style-type: none"> • Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. (KS) • Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Field Experience Assessments • Assessments of dispositions • Employer Survey • End-of Program Survey • Alumni Survey • Employer Survey
<p>Collaboration</p> <ul style="list-style-type: none"> • Have knowledge of professional collaboration skills and demonstrate ability to work collaboratively with peers and professionals. (KS) • Value the strength that collaboration brings to advancing the outcomes within the community. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Field experience Assessments • Assessments of dispositions
<p>Lifelong Learning</p> <ul style="list-style-type: none"> • Develop professional goals and plans for continuous improvement and make informed decisions to improve practice based on current knowledge and reflection. (KS) • Value learning and critical thinking as necessary ingredients for success and leadership. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Culminating Experiences • Field experience Assessments • Assessments of dispositions • End-of Program Survey • Alumni Survey • Employer Survey

<p>Technology</p> <ul style="list-style-type: none"> • Know and use appropriate technology tools effectively to support success. (KS) • Appreciate the contributions that technology makes to the enhancement of communication and growth within the community. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Assessments of dispositions • End-of Program Survey • Alumni Survey • Employer Survey
<p>Diversity</p> <ul style="list-style-type: none"> • Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. (KS) • Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve.(D) 	<ul style="list-style-type: none"> • Course-based critical tasks • ESOL Survey for undergraduates • Field experience assessments of ESOL competencies for undergraduate programs • Field experience assessments • Assessments of dispositions • End-of Program Survey • Alumni Survey • Employer Survey
<p>High Standards</p> <ul style="list-style-type: none"> • Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards. (KS) • Believe that all people can achieve high standards. (D) 	<ul style="list-style-type: none"> • Course-based critical tasks • Field experience assessments • Documentation of impact on student learning in field experience settings • Assessments of dispositions • End-of Program Survey • Alumni Survey • Employer Survey • State Impact on Student Learning Reports

COURSE-BASED ASSESSMENTS

- **Critical Tasks:** Each program has a series of standards-based critical tasks embedded in courses that assess candidate progress towards meeting college, program, state, and national expectations and proficiency standards. Critical tasks are assessed with scoring rubrics that identify target, acceptable, and unacceptable levels of performance for the specific knowledge, skills, and in some instances, disposition indicators of proficiency. Stored in LiveText™ (an external education database), critical task rubrics contain key reference points or identifiers for the college proficiencies, program outcomes, state competencies, and national standards. These course-based formative assessments are administered in a variety of forms, such as projects (often requiring advanced technology such as web-based communication projects); planning and assessment projects; professional literature reviews; reflective journals; family collaboration projects; integrated application projects, to name a few.
- **Field Experiences:** Each program has course-based field experiences that allow for assessment of candidates’ ability to apply foundational skills and knowledge. These field experiences are monitored to ensure that candidates have experiences in diverse settings. Each program has at least one field experience that requires candidates to assess their impact on student learning. Field

experience assessments are considered critical tasks and are assessed using rubrics as described above.

- **End-of-Course Evaluations:** Programs incorporate a variety of end-of course assessments of candidate proficiencies, such as application projects; final papers; faculty observations; self-reflections; and examinations. Many of these are considered critical tasks and are scored with rubrics documenting proficiencies as described above.

DISPOSITION ASSESSMENTS

All programs assess candidate dispositions. Disposition assessments are aligned with college proficiencies and appropriate program standards. The assessments involve a special focus on fairness and the belief that all individuals can learn, reinforcing two of our College goals, high standards and equity for all individuals. Dispositions are assessed in one or more of the following methods:

- **Candidate Self-Assessments:** These are typically conducted at program entrance, prior to clinical experiences, and at the end-of programs.
- **Faculty Assessments:** All programs review individual candidate dispositions on a regular basis (at least once a semester or annually) to identify any needs for assistance or intervention. Most clinical experiences include an assessment of dispositions by clinical supervisors.
- **Critical Task Embedded Assessments:** Some programs assess dispositions through performance on course and field experience critical tasks.

PERSONAL IMPROVEMENT PLANS:

All programs have provisions for an improvement or remediation process for students who have shown problems in meeting competency-based assessments or dispositions. This is accomplished through faculty referrals to advisors. Collaboration among faculty, advisors, and candidates may result in a formal candidate improvement plan and/or referrals to other university departments, such as Financial Aid, the Writing Center, or Counseling Services.

CLINICAL EXPERIENCE READINESS

All initial certification programs require readiness checks prior to candidate admission to clinical experiences. Candidates must complete an application. Internship staff and advisors verify that all requirements are met related to GPA, coursework, dispositions, and certification exams.

PROGRAM CULMINATION ASSESSMENTS

Each program has an end-of-program culminating experience. These vary by program, but include such things as capstone projects, clinical experiences, summative essays, action research projects, and portfolios.

- **Clinical Assessments:** Standards-based internship assessments are required in all initial teacher preparation programs at the undergraduate and graduate levels. Clinical assessment performance is documented with multiple assessments by candidates, clinical supervisors, and school-based partners.

- **Capstones, Projects, and Essays:** Culminating activities of this nature are designed for candidates to demonstrate their competence related to multiple indicators of proficiency. These are treated and assessed as critical tasks using scoring rubrics as described above. Culminating projects are generally reviewed and/or scored by multiple faculty.
- **End-of program surveys:** All candidates have the opportunity to complete an anonymous end-of-program survey at the close of the last semester of their program. Data are collected on their perceptions regarding their competence in relation to college proficiencies and program outcomes.
- **Certification Exams:** All candidates in Initial Certification Programs must pass the following two Florida Teacher Certification Exams prior to graduation: Professional Education Test and Subject Area Exam appropriate for their degree program.

Exit Data Summary (Aggregated from 2009-2010 data)

- Clinical Assessments = 100% of program graduates passed all clinical assessments
- Capstones, Projects and Essays = 100% of program graduates passed culminating capstone, project and/or essay requirements
- End of Program Surveys
 - 96.2% of undergraduate candidate respondents rated the degree to which they were prepared within their program in terms of meeting the performance standards for a beginning education professional as moderate or high (as compared with low and not at all).
 - 94.9% of undergraduate candidate respondents rated the level of their self-perceived confidence on the performance standards for a beginning education professional as at Proficiency or Advanced Proficiency (as compared with Initial or Developing Proficiency).
 - 100% of graduate students rated their level of understanding and ability to apply the content presented in their programs as 3 or 4 on a scale of 1-4 with 1 lowest and 4 highest.
 - 99.4% of graduate students rated their competence in relation to college proficiencies at 3 or 4 with 1 lowest and 4 highest.
- Certification Exams: = 100% of candidates who graduate from a COE Initial Certification Programs pass state certification exams prior to graduation.

ALUMNI FOLLOW-UP

- Alumni Follow-Up Surveys: Following their graduation, candidates are asked to complete an anonymous annual survey that documents perceptions of their preparation for job performance requirements aligned to college proficiencies and program outcomes.
- Employer Surveys: Each year, employer surveys are conducted to obtain supervisor perception of alumni preparation for job responsibilities in relation to college goals and program outcomes.
- State Data: Each year the State of Florida provides data on alumni employed within Florida public schools, including the school name, length of their employment, and achievement scores on the statewide assessments of students in their classrooms, where available.
- Follow-up Research: Periodically, faculty plan and implement follow-up studies to ascertain the level to which alumni are implementing skills obtained in their program, the impact of instruction on student performance, as well as other related topics.

IMPROVEMENT PLANNING

All candidate data are reviewed annually to assess candidate program strengths and needs. Data are shared with all faculty and college leadership for purposes of improvement planning at the program,

faculty, and unit level. See detailed description of the continuous improvement model beginning on page 34.

ASSESSMENT OF FACULTY

Annual evaluation of faculty performance is completed through self-review and administrative review processes. At times, peer reviews are also part of the faculty assessment process. Peer reviews are required for promotion, but are always options for faculty who seek peer review of their performance, particularly in the area of teaching. New faculty involve peer mentors in their assessment and improvement planning activities.

Table 9 illustrates how faculty expectations are informed by the college goals. It also identifies the types of assessment data available to faculty and administration to document achievement. Some faculty assessment data are also available for use in assessing program and unit progress and needs. Likewise, program and unit data are used by faculty in assessing their own professional improvement planning.

In addition to the use of candidate evaluations of teaching, faculty review all candidate, program, and unit assessment data. These are useful in assessing their own performance and to inform their own professional development planning, especially in the area of teaching. Additionally, many faculty undertake scholarly activities related to teaching innovations and assessment of alumni practices. Service activities and collaborations with local school districts and other community entities often evolve through these annual reviews and needs assessment activities. These activities are documented and reported through faculty Annual Reviews.

Table 9 - Faculty Expectations & Assessments

Faculty Expectations	Assessments
<p>Knowledge</p> <ul style="list-style-type: none"> • Apply current knowledge and trends to their teaching • Contribute to the knowledge bases within their respective fields • Update courses to reflect current research and knowledge 	<ul style="list-style-type: none"> • Annual Reviews of Teaching and Scholarship • Curriculum Vitae • Course syllabi
<p>Social Justice & Ethic of Care</p> <ul style="list-style-type: none"> • Use practices that model concern for social justice • Participate in scholarly work that upholds principles of equity and social justice • Structure learning experiences that are ethical, respectful, and caring for all 	<ul style="list-style-type: none"> • Annual Reviews of Teaching • Candidate evaluations of courses • Candidate Program exit surveys
<p>Collaboration</p> <ul style="list-style-type: none"> • Monitor clinical experience readiness and progress of candidates in field experiences • Provide professional development for clinical supervisors • Partner with regional schools to improve practice and 	<ul style="list-style-type: none"> • Field experience placement records • Field experience evaluations • Minutes from clinical supervisor meetings • Scholarship and service documentation in CVs and annual

provide support for candidates <ul style="list-style-type: none"> • Work collaboratively with diverse faculty and staff at FGCU 	reviews
<i>Lifelong Learning</i> <ul style="list-style-type: none"> • Maintain currency in their respective fields • Establish annual objectives in areas of teaching, service & scholarship • Reflect on growth and development in relation to annual objectives, college goals, and career goals 	<ul style="list-style-type: none"> • Professional Development Plans • Annual Reviews • Curriculum Vitae • Promotion Documents
<i>Technology</i> <ul style="list-style-type: none"> • Use university technology systems to manage courses • Maintain currency in effective use of educational technology • Provide opportunities for candidates to develop and use technology skills 	<ul style="list-style-type: none"> • Professional Development Plans • Annual Reviews • Curriculum Vitae • Course syllabi
<i>Diversity</i> <ul style="list-style-type: none"> • Accommodate the diverse needs of candidates • Provide course experiences promoting candidate sharing of diverse perspectives • Provide diverse field experience opportunities for candidates 	<ul style="list-style-type: none"> • Course syllabi • Field experience verification of diverse environments
<i>High Standards</i> <ul style="list-style-type: none"> • Set and communicate course requirements that reflect high expectations for candidate success • Provide assignments that require critical thinking in the application of content • Provide opportunities for candidates to assess impact on student learning through field experiences 	<ul style="list-style-type: none"> • Course syllabi • Critical task descriptions and rubrics • Field experience assignments

ASSESSMENT OF UNIT OPERATIONS

Evaluation is viewed in the College of Education as a process that involves multiple forms of assessments at multiple points and at multiple levels. Through the continuous improvement process, all stakeholders have opportunity to see snapshots of the college in relation to its vision, mission, and goals. This annual review cycle provides data for annual planning and informs long-range strategic planning and program evaluation. The continuous improvement process provides opportunities for college leadership to continually assess strengths and needs and make course adjustments as needed. Table 10 depicts the expectations for unit operations in relation to the college goals and the types of data collected and analyzed for assessment purposes.

Table 10 - Unit Operation Expectations and Assessments

Unit Operation Expectations	Assessments
<p>Knowledge</p> <ul style="list-style-type: none"> • Provide support for faculty scholarly activity • Monitor and review program and candidate achievement • Review program currency and relevance 	<ul style="list-style-type: none"> • College strategic plan • College budget • Annual program reviews
<p>Social Justice & Ethic of Care</p> <ul style="list-style-type: none"> • Recruit diverse faculty and staff • Recruit diverse candidates • Demonstrate equitable practices for all individuals • Maintain an environment that is ethical, respectful, and caring for all 	<ul style="list-style-type: none"> • Admission Guidelines • Recruiting Policies & Procedures • Catalogs • Recruiting Advertisements • Records of complaints and appeals • Academic Calendar • Candidate program exit surveys • Advisory Board feedback
<p>Collaboration</p> <ul style="list-style-type: none"> • Develop and support collaborative partnerships within the region and beyond • Maintain a positive climate for collaboration • Establish, monitor, and evaluate appropriate field experience and internship settings 	<ul style="list-style-type: none"> • Records of partnership activities • Dean’s Circle minutes • Program Leader meeting minutes • Advisory Board meeting minutes • University Climate Survey • Clinical education district contracts • Minutes from clinical supervisor meetings
<p>Lifelong Learning</p> <ul style="list-style-type: none"> • Conduct comprehensive unit evaluations • Develop long-range plans that respond to new research and needs • Support evaluation to ensure program currency • Support faculty needs to remain current in their fields. 	<ul style="list-style-type: none"> • College Evaluation Plan • College Strategic Plan • Program Evaluation Plans • College Budget • Advisory Board Input
<p>Technology</p> <ul style="list-style-type: none"> • Provide resources to support and promote technology. • Provide and encourage technology training • Monitor the availability of technology resources in clinical settings 	<ul style="list-style-type: none"> • Strategic Plan • College Budget • Recommendations from college technology committee • Minutes from clinical supervisor meetings
<p>Diversity</p> <ul style="list-style-type: none"> • Value the strengths and perspectives that all individuals bring to a community • Ensure field experience settings in diverse environments • Accommodate the individual needs of diverse faculty, staff, and candidates 	<ul style="list-style-type: none"> • Candidate program exit surveys • Records of complaints and appeals • Advisory Board feedback • Percentage of diverse faculty and staff • Records on field experience placements

<p>High Standards</p> <ul style="list-style-type: none"> • Recruit highly qualified faculty • Support development and implementation of faculty criteria for teaching, service and scholarship used in annual reviews and promotion documents. • Support opportunities for candidates to demonstrate how they impact student learning 	<ul style="list-style-type: none"> • Recruitment Plan • Position descriptions • Records of complaints and appeals • PDP Requirements • Annual Review Requirements • Promotion Requirements • Clinical educator coordinators documentation
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FAIRNESS AND EQUITY

The college goal related to “social justice and ethic of care” makes reviews of fairness and equity a priority at all levels of the unit. As part of the continuous improvement process, data are disaggregated and analyzed, and reviewed across programs and delivery systems to assess and ensure the equitable access to quality experiences by all individuals and groups. This applies to opportunities for candidates, faculty, and staff. Specific attention to candidate fairness issues relate to all programs and assessments.

- Program requirements: All program requirements are posted on the college and program websites. These are reviewed with candidates at program entry and throughout the program by academic advisors.
- Critical tasks:
 - Candidate critical task assessments are constructed to assess candidate progress and competency in meeting college proficiencies, program outcomes, state competencies and national standards.
 - To enhance the reliability of critical task assessments, ratings are limited to a three point scale, indicating proficiency at the target, acceptable, or unacceptable level.
 - While critical tasks often assess competence on multiple standards, scoring rubrics are constructed to ensure construct validity. Each line item on a rubric is designed to isolate and assess only one construct. Constructs may occur in multiple sets of standards and thus be assessed simultaneously on one rubric line. For example, a critical task that assesses both critical thinking and planning would have two rubric lines. The line targeting critical thinking might assess FGCU1, FEAP 4 and INTASC 4. The line targeting planning might assess FEAP 10 and INTASC 7.
 - Candidate assessments are reviewed annually to ensure construct validity and reliability of scoring among faculty and across semesters.
 - Critical task requirements and scoring rubrics are disseminated and reviewed with candidates prior to their completion of the assignments.
- Dispositions:
 - College level dispositions are developed in relation to the college goals. Some programs identify additional dispositions tied directly to state and/or national standards.
 - Dispositional proficiencies are reviewed with all candidates at program entry and throughout the program by faculty and advisors.
 - Most programs provide multiple opportunities for candidate self-assessment and reflection on their dispositions.

- Faculty assessments of disposition are completed in one of two ways to ensure fairness:
 - Assessment by multiple faculty members.
 - Through specific critical task performance indicators that are assessed on isolated rubric lines.
- Field Experiences, Clinical Experiences and Culminating Activities:
 - Field experience, clinical experience, and culminating activity requirements are designed to allow candidates to demonstrate competency of college, program, state, and national proficiencies.
 - All field experience and clinical experience settings are verified to ensure that they meet diversity requirements and allow for candidates to assess impact on P-12 students.
 - Field experience, clinical experience, and culminating experience expectations and scoring rubrics are reviewed with candidates prior to and throughout the experience.
- Opportunities for Remediation: Candidates who experience difficulties in achieving expectations for critical tasks, dispositions, or other program requirements are counseled by faculty and advisors. Improvement plans are developed and monitored when warranted.
- Multiple Data Sets: Summative decisions regarding candidate competence are based on multiple sets of data from critical tasks, field and clinical experiences, and culminating projects and activities.
- Complaints: Part of the review process includes careful review of complaints from candidates, faculty, and other stakeholders. Records of complaints, their resolutions, and appeals committee meetings are reviewed to ensure appropriateness of resolutions, to identify fairness and equity issues, to ensure appropriate accommodations are in place for individuals with specific needs, and to identify other needs.

INFORMATION TECHNOLOGY USED FOR ASSESSMENT

The College of Education uses LiveText™ to collect, store, and analyze critical task assessment data. At this point in time, LiveText™ imports candidates' names and demographic data for all courses. This allows faculty to save and retrieve assessment data for each candidate on each critical task in a course. The college currently uses Check Box for administering and collecting survey data.

USE OF DATA FOR PROGRAM IMPROVEMENT

In each section above, reference was made to the Continuous Improvement Process that defines how assessments are conducted, reviewed, and used for planning purposes. Table 11 on the following pages provides a detailed overview of the activities that occur during each phase.

Table 11 – Continuous Improvement Process Details for Review of Candidate Progress

PHASE 1 – DATA ANALYSIS & NEEDS ASSESSMENT (AUGUST-SEPTEMBER)		
CANDIDATE PROFICIENCIES – CONDUCTED BY PROGRAM FACULTY	FACULTY EFFECTIVENESS – INDIVIDUAL FACULTY	UNIT OPERATIONS – COLLEGE LEADERSHIP TEAM
<p><u>ELEMENT 1-REVIEW SUMMATIVE DATA FROM PREVIOUS YEAR</u></p> <ul style="list-style-type: none"> Review summative assessment data (e.g. capstones, internships, portfolios) for each program in relation to College Proficiencies and Program Outcomes Review certification exam results, where appropriate Review End-of-Program Survey data from candidates perceptions of competency in relation to College Proficiencies and Program outcomes Identify areas of concerns <p><u>ELEMENT 2-REVIEW ALUMNI FOLLOW-UP DATA</u></p> <ul style="list-style-type: none"> Review employer surveys Review alumni surveys Review data on alumni practices Review performance data for students of alumni Review certification and accrediting body feedback Identify areas of strengths and concern <p><u>ELEMENT 3 REVIEW PROGRAM LEVEL DATA ON CANDIDATE PROFICIENCIES</u></p> <ul style="list-style-type: none"> Review aggregate data on candidate performance in relation to program outcomes Review aggregate data on candidate performance in relation to the state and national standards Review disaggregated program level data by demographic factors Identify areas of concern <p><u>ELEMENT 4 REVIEW COURSE LEVEL DATA ON CANDIDATE PROFICIENCIES</u></p> <ul style="list-style-type: none"> Review course assignments (critical tasks) in relation to college proficiencies, program outcomes, state 	<ul style="list-style-type: none"> Review course data for previous year Review supervisor feedback from Annual Review Review candidate evaluations and feedback for previous year Review scholarship agenda Review annual college goals Identify areas of professional strengths and needs 	<ul style="list-style-type: none"> Review strategic plan, including annual targets for the year Review state data on alumni performance Review aggregate candidate performance data across college proficiencies Review aggregate alumni competence data Review aggregate data on field experience demographics Review data and feedback from accrediting bodies Review budget allocations Identify areas of strengths and needs

<ul style="list-style-type: none"> competencies, national standards, and dispositions • Review course level data to determine consistency of scoring between sections of a course • Review compliance data regarding Field Experiences in relation to: <ul style="list-style-type: none"> • Diversity Requirements • Impact on Student Learning 		
PHASE 2 – IMPROVEMENT PLANNING (SEPTEMBER-OCTOBER)		
CANDIDATE PROFICIENCIES – CONDUCTED BY PROGRAM FACULTY	FACULTY EFFECTIVENESS – INDIVIDUAL FACULTY	UNIT OPERATIONS – COLLEGE LEADERSHIP TEAM
<ul style="list-style-type: none"> • Propose ways to improve delivery, instruction, and assessments • Propose ways to increase fairness and appropriateness of critical tasks • Propose ways to improve educational experiences to increase positive dispositions • Propose course and/or program changes or revisions • Propose ways to improve program organization & procedures • Propose program additions or deletions • Submit program improvement proposals to the administration • Program leaders meet with administration and college advisory board to review program improvement plans • Make revisions to program improvement plans based on feedback from administration and advisory board 	<ul style="list-style-type: none"> • Review results of program review data • Review promotion goals and plans, if appropriate • Develop and submit annual Professional Development Plan • Meet with supervisor to finalize Professional Development Plan 	<ul style="list-style-type: none"> • Review program review results • Review program improvement plans • Identify staffing needs • Assess resources for implementation of improvement plans • Meet with college advisor board to review data and get input on improvement plans • Update college strategic plan, if needed
PHASE 3 – IMPLEMENTATION & DATA COLLECTION (SEPTEMBER TO MAY)		
CANDIDATE PROFICIENCIES – CONDUCTED BY PROGRAM FACULTY	FACULTY EFFECTIVENESS – INDIVIDUAL FACULTY	UNIT OPERATIONS – COLLEGE LEADERSHIP TEAM
<ul style="list-style-type: none"> • Collect and review transition point data • Make course level changes and collect data on effectiveness 	<ul style="list-style-type: none"> • Implement professional development plan activities • Keep accurate records of activities 	<ul style="list-style-type: none"> • Meet weekly with Leadership Team to assess college level needs and review implementation progress

<ul style="list-style-type: none"> • Prepare program revisions for review by curriculum committees • Collect assessment data on candidate proficiencies and outcomes • Collect data on candidate opportunities to complete field experiences in diverse settings • Collect data on candidate success in field experiences • Collect data on effectiveness of candidates in demonstrating impact on student learning 	<ul style="list-style-type: none"> • Collect assessment data and artifacts 	<ul style="list-style-type: none"> • Meet monthly with program leaders to assess program needs and review implementation progress • Support and monitor collection of candidate performance data • Support and monitor candidate transition assessments and decisions • Support and monitor collaborative program elements • Support and monitor faculty development activities • Support and monitor implementation of annual college objectives • Monitor progress in meeting goals and objectives set forth in the strategic plan • Support and monitor equity in regards to candidate and faculty access to resources and opportunities for growth • Monitor state and national changes regarding accreditation and certification requirements
<p>PHASE 4 – ANNUAL REVIEW & REPORTING (MARCH-JUNE)</p>		
<p>CANDIDATE PROFICIENCIES – CONDUCTED BY PROGRAM FACULTY</p>	<p>FACULTY EFFECTIVENESS – INDIVIDUAL FACULTY</p>	<p>UNIT OPERATIONS – COLLEGE LEADERSHIP TEAM</p>
<ul style="list-style-type: none"> • Review annual program improvement plan targets • Review raw data on candidate performance on formative assessments, end end-of course assessments, field experiences, & culminating experiences • Submit program revisions to college curriculum committee • Update Program Matrices • Review program improvement plans and assess progress in meeting annual targets 	<ul style="list-style-type: none"> • Review annual professional development plan targets • Review candidate evaluations and feedback • Self-assess achievement of annual objectives • Develop and submit faculty Annual Review with portfolio documenting achievements 	<ul style="list-style-type: none"> • Review annual college improvement targets • Review program review reports • Review faculty Annual Review reports and portfolios • Assess technology upgrade needs • Collect external data from Florida Department of Education • Survey community members regarding needs

<ul style="list-style-type: none"> • Identify areas of concern • Develop <i>Annual Program Report</i> • Review <i>Annual Program Report</i> with program advisory boards and submit to administration 	<ul style="list-style-type: none"> • Meet with supervisor to review feedback and evaluation 	<ul style="list-style-type: none"> • Review accreditation and certification requirement updates • Review preliminary data related to achievement of annual college objectives • Develop the <i>Annual College Report</i> • Review annual reports with College Advisory Board • Collaborate with the larger university community in strategic planning and evaluation
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PHASE 5 – DATA AGGREGATION & STATISTICAL ANALYSIS (JUNE-AUGUST)

CANDIDATE PROFICIENCIES – CONDUCTED BY PROGRAM FACULTY	FACULTY EFFECTIVENESS – INDIVIDUAL FACULTY	UNIT OPERATIONS – COLLEGE LEADERSHIP TEAM
<ul style="list-style-type: none"> • Aggregate candidate performance data across college proficiencies, program outcomes, state standards, and national standards • Aggregate alumni performance data from employer surveys, alumni surveys, state reports of K-12 student performance in alumni classrooms, and other data collected on alumni competence • Disaggregate candidate performance data by gender, race, ethnicity, admission scores, GPA, program delivery, and other specifically targeted demographics • Aggregate demographic data on field experience settings and supervisors 	<p><i>Completed by the unit staff using individual faculty reports</i></p> <ul style="list-style-type: none"> • Aggregate faculty activity data on teaching, service, and scholarship using FARs, Annual Reviews, and CVs • Update and aggregate faculty demographic data • Update and aggregate faculty qualification data 	<ul style="list-style-type: none"> • Support and monitor data aggregation and analysis of candidate data and faculty data • Aggregate and analyze data on achievement of annual college objectives • Aggregate and analyze data needed to review the strategic plan • Complete annual budget report • Publish <i>Annual College Report</i> • Review the college assessment system and including the continuous Improvement process to identify areas in need of update or revision

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