

Edison State College

2010-2011 Annual Academic Program Review

(Assessment and Outcomes Plan and Report)

Table Completed by Department Chair/Associate Dean

PROGRAM	Secondary Biology, BS		
REVIEW PARTICIPANTS	William Dwyer, Martin Tawil, Erin E. Harrel		
DATE PROGRAM INITIATED	Spring 2009		
PROGRAM TYPE (indicate with an X)	Degree	Certificate	Certification Cluster
	X		

I. PROGRAM DESCRIPTION/INFORMATION

Tables Completed by Department Chair/Associate Dean

a. Purpose/Mission of the Program

Edison State College's School of Education provides a rigorous learning environment ensuring teacher candidates will achieve their greatest potential through Principles of Excellence. Building on a strong pedagogical, ethical and socially conscious foundation that fosters creativity and innovation, Edison State College's School of Education produces graduates equipped to contribute to the diverse community of life-long learners in Southwest Florida.

b. Provide a direct link to competencies (program outcomes) on ESC Document Manager.

c. List any marketing, promotion, or recruitment activities for your program (including dates, locations, etc.). List effectiveness from activities (if any). For example, my program received 10 inquiries after placing an advertisement, or Program Coordinator worked with Public Relations to run an ad about a successful student in the program.

Please find attached the Recruitment Updates from the Baccalaureate Office (Appendix B)

II. PROGRAM BENCHMARKS (GOALS)

Table Completed by Faculty/Department Chair/Associate Dean

CONSIDERATIONS WHEN COMPLETING SECTION II: Determine whether the benchmarks set have increased or decreased and what the reasons are that have caused the change. Items will be accumulated each year for the five-year program review.

List one program outcome for each outcome area listed below (broad goals without factual data) and the associated ESC Goals. List the benchmark (i.e. 75% of ...) and other related information.

<u>Benchmark</u> (Specific indicators that the outcomes should obtain)	<u>Assessment Measures</u> (List all measures and how they were used)	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark has been met)	<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
Enrollment:			
Admit 10 students to the program during the Fall 2009 semester.	Banner Report- captured enrollment data	The benchmark established for the School of Education program was 10 students. The goal was exceeded by 58% with 17 students being admitted to the program.	The School of Education continues to work with the Baccalaureate and Public Relations office to continue recruitment and publicity campaigns. At the present time, recruitment efforts are not a role of the School of Education. There is not staff available to sustain in-house recruitment.
Retention / Persistence:			
Retain 85% of students admitted to the Secondary Biology program		The Benchmark was exceeded by 15 % with 94% of students being retained during the Fall 2009 semester and 100% of student being retained during the Spring 2010 semester.	The benchmark was set based on the national average of retention in teacher preparation programs as determined by the National Council of Accreditation of Teacher Education.
Completers:			
Graduate 85% of program enrollment during the Spring 2010 Semester	TBD	TBD	
Placement / Transfer:			

Assessment/Licensure/Other Exams:			
100% of Graduates will pass the Florida Teacher Certification Exams	General Knowledge Test Subject Area Test Professional Educator Exam	100% of Graduates passed the exam	The School of Education will continue to offer prep courses for the FTCE examinations and will continue to revise curriculum to account for changes to the 15 th edition of Competencies and Skills for the Elementary Education Subject Area Test.
Student Satisfaction:			
Graduate Satisfaction:			
Establish a return rate of 75% on surveys collected from graduates. Ensure 95% of graduates felt prepared or very prepared to enter the field of teaching.	Survey Monkey was used to assess graduate satisfaction. <i>Additional information will be collected by the FLDOE from program completers and provided to the School of Education in the future. This data will be included in the report as it is made available.</i>	The goal was missed by 9% with 66% of the surveys for program completers being returned. The benchmark was exceed with both candidates feeling very prepared to enter the field of education.	According to Salkind (2008), a rate of return on survey research of greater than 60 % can be considered valid. Therefore, the goal was missed by the data collected from program completers remains valid. In the future, data will be collected prior to graduation in an effort to increase rate of return on program completer surveys. Faculty, staff and administration must stay very current in their field and constantly use data to refine and make decision related to program improvement in order to continue with 100% program satisfaction by program completers.
Employer Satisfaction:			
90 % of employers will determine that ESC School of Education graduates were prepared for the field of Elementary Education.	TBD- Data from the Spring 2010 graduates has not been collected. <i>Additional information will be collected by the FLDOE from employers and provided to the School of Education one</i>	TBD	TBD

	<i>year in the rear. This data will be included in the report as it is made available.</i>		
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III. STUDENT LEARNING OUTCOMES (COMPETENCIES)

Table Completed by Faculty/Department Chair/Associate Dean

CONSIDERATIONS WHEN COMPLETING SECTION III -- How well did students do in achieving the outcomes of your program? Do the outcomes of the program truly represent what students should be able to do at the end of the program? What do the students/stakeholders say about this program? What types of assessments are you using for your program outcomes? Is there any way to include a composite assessment (portfolio, project, capstone course) that would include all outcomes? Note: Items listed at the first annual review will remain static during the five-year review period.

- List at least three student learning outcomes chosen from the program's list of approved competencies (outcomes). Complete table.
- The approved program list is included in Appendix A
- For Annual Reviews, there should be different outcomes listed every year during the five-year cycle.

<u>Benchmark</u> (Specific indicators/measures that the students should obtain)	<u>Assessment Tools</u> (List all assessment tools that will evaluate the outcome and measure selected)	<u>Results/Evidence</u> (Include specific data such as percentages to show benchmark/measure has been met)	<u>Analysis /Improvements</u> (If benchmark was met, how will the measure continue; or if the benchmark was not met, what strategies will be implemented.)
Learning Outcome 1: (SCE 3320 Teaching Biology and Life Science) The teacher candidate will construct a middle grades science curriculum that accommodates appropriate bodies of knowledge identified in the Grade 5-9 Sunshine State Standards for Life Science, Physical Science and the Nature of Science.			
	Science Unit with Lesson Plans	Six students scored 90 % or above on the Science Unit	While 95% of students scored 90% or above, the method for scoring did not meet the School of Education standards. No external validation was used to support teacher's performance in the clinical setting. Furthermore, the rubric/checklist used to evaluate students was not reliable. The project is being revised by faculty under the direction of the Dean of the School of Education. The new rubric (to include criterion from the mentor teacher evaluation) will be complete for the Fall 2011 academic year when the course is taught again.
Learning Outcome 2: (SCE 4940 Internship in Secondary Education Biology)			

The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a 6-12 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices.			
	Final Internship Portfolio	See Appendix B	The Internship Portfolio project and its scoring rubric are comprehensive and well constructed. The instrument and rubric provide definitive evidence that candidates perform the skills set forth in the learning outcome.
<p>Learning Outcome 3: (SCE 3362 Teaching Methods in High School Science)</p> <p>The teacher candidate will construct a high school science curriculum that accommodates appropriate bodies of knowledge identified in the Grade 9-12 Sunshine State Standards for Life Science, Physical Science, Earth & Space Science, and the Nature of Science.</p>			
	Classroom Teaching		This assessment provides some evidence for meeting the learning outcome. However, the rubric used to assess the project was weak. A method of self-report was used to verify clinical experiences. This method of assessment is not valid or reliable. The project along with its scoring rubric is currently being revised by School of Education faculty under the direction of the Dean of the School of Education.

*Include overall results of assessment measures listed such as assignments, common essay rubric, grading rubric, or other measure lists.

d. General Education student learning outcomes. List all courses offered by the program and which general education measures are met.

Course Listing to be provided by Institutional Research and Planning and Academic Affairs

<u>Course</u>	<u>Communication</u>	<u>Critical Thinking</u>	<u>Technology/Information Management</u>	<u>Global Socio-cultural Responsibility</u>	<u>Scientific and Quantitative Reasoning</u>
EEX 3012	X			X	
EDF 3214	X	X			
EDG 3410	X	X			
EDF 4004	X	X	X		
ESE 4323	X		X		
EDF 4782				X	
TSL 4140		X		X	
RED 4335	X	X			
EDM 3230	X	X			
BSC 1010	X	X	X		X
PCB 3023C (FGCU)					
PCB 3043C (FGCU)					
ISC 3120 (FGCU)					
SCE 3230C	X				X
SCE 3622		X			X
SCE 4940			X		X
FTCE	X	X	X	X	

e. Standards

Relationship of course to Program Goals and National Specialized Program Association Standards:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Next Generation Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

Critical Task Assignments and/or Assessments

At the conclusion of this course, teacher candidates will demonstrate competency in the following Pre-professional Florida Educator Accomplished Practices (FEAPs), Next Generation Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills

FEAP- Florida Educator Accomplished Practices

PEC- Professional Education Competencies

ESOLT.S.- Florida Teacher Standards for ESOL Endorsement

ESOL K-12- English Speakers of Other Languages K-12 Competencies

IV. ASSESSMENT MEASURES LIST

Table Completed by Faculty/Department Chair/Associate Dean

Conceptual Framework

As demonstrated in the Appendices created to support the learning outcomes, each learning objective is tied to a program outcome. The Secondary Biology Education program has a comprehensive program matrix that aligns all course assessments to the state and national standards required of Secondary Biology Education graduates. The Secondary Biology Education program outcomes are designed to support the course level learning outcomes. The program's Conceptual Framework demonstrates the flow of data and assessments captured through the unit outcomes, to the program outcomes to the course level objectives, and the role of the Florida Teacher Competency Exams, Field Experience Components and graduate data. Data is collected at the Unit Level, Program and Individual Student Level.

Philosophy, Principles and Processes of Unit Assessment

The School of Education at Edison State College recognizes the value of transformational education. Through innovative transformational teaching techniques and a broad spectrum of internal and external assessment practices, teacher candidates move through the education programs equipped with tools to be strong pedagogical practitioners and reflective learners. The assessment practices implemented in the School of Education provides data at three levels; teacher candidate, department, unit, and college wide. The data is compared to both state and national norms. The data collected at all levels provides a basis for program and unit evaluation and improvement through teacher candidate learning and impact on p-12 learners (or systems).

The School of Education at Edison State College values a multifaceted approach to monitoring teacher candidate learning. The School of Education has adopted the nine principles for Good Practice for Assessing Student Learning as articulated by the American Association of Higher Education Assessment Forum. The assessment principles as detailed below create a strong foundation for our conceptual framework:

1. The assessment of student learning begins with educational values.

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails

comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for

learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous Improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

CONSIDERATIONS WHEN COMPLETING SECTION IV: How do course assessments connect to the program's outcomes?

List specific measures used by faculty in courses/program ([common] departmental exams, [common] rubrics, skill check-offs, etc.)

Course/Faculty	Type of Measure	Results/Action Plans/Strategies	Implementation Date
All Faculty	Critical Tasks (Examples in Live Text)	Data is aggregated and published in the Units Annual Data Report. Faculty continually use student data to inform instruction and make program level changes.	Spring 2009
Coordinator of Field Experience	Practicum and Internship Application	This process is used to provide students feedback of their progress in the program. Teacher candidates must receive a 75% or better on all Critical Tasks and have all prerequisites met prior to being approved for practicum or internship.	Spring 2009
Florida Teacher Competency Exams	Summative	Data from these tests are entered into Banner and compiled for the Annual Report.	Spring 2009
EDE 4940 Final Internship	Summative/Capstone	The SCE 4940 Internship Portfolio has been chosen for the Annual Assessment review during the 2010-2011 academic year.	Fall 2011

*Attach all copies of blank instruments used. This may also be listed in the Student Learning Outcomes area.

V. SUPPORT SERVICES (list 3-5)

Table Completed by Faculty/Department Chair/Associate Dean

Items may be added in this section during each annual review for the five-year period.

	How does each service support the program?	What specific enhancements, purchases, and suggestions would you make to improve your program in each service area?
Library	The librarians assisted in maintaining the resources, materials and access to the Curriculum Library.	Consumable and non-consumable items continually need to be updated and replaced. A security system is needed to allow for checkout of materials now that the Curriculum Library is housed within the School of Education.
Writing Center	The writing lab assists with specific assignments.	Purchase a comprehensive system for remediation that would assist in capturing student progression data in areas of deficiencies.
Student Services	Teacher candidates receive advising through student services prior to being admitted to the baccalaureate programs.	A full-time in program advisor is needed to advise for the existing and proposed baccalaureate programs.

VI. PROGRAM PLANNING/EVALUATION/IMPROVEMENT

Tables Completed by Faculty/Department Chair/Associate Dean

TOPICS FOR DISCUSSION WHEN COMPLETING SECTION VI: What are the strengths of the program? (Section VI. c.)
What are the challenges for this program over the next five years? (Section VI. d.) What specific things can be done next year to improve the program? (Section VI. b.)

- a. As a result of the last program review, summarize what was done to strengthen the program.

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- b. As a result of this program review, summarize what needs to be done in the next academic year to improve the program.

The rubrics and other common assignments are being refined as a result of the state and national standards changing. The Florida Educator Accomplished Practices have been under revision since the Spring of 2010. The NSTA standards have also been under revision. As a result of this review and in concert with the revision to the state and national standards new program outcomes have been created. In addition, the common

assignments, known as critical tasks, are being refined to include specific, valid and reliable grading criteria. The comprehensive standards matrix for the program will reflect all curricular changes. A new program matrix will align the unit outcomes, program outcomes and course learning outcomes. Each course learning outcome is associated with a specific formative and summative assessment measure. Through these internal and external assessment measures, data can be captured at four levels; unit, program, course and candidate progression. The unit's conceptual framework contains a visual map of this process.

c. List what you perceive to be the “top three” strengths of your program as it currently exists.

Field Experience Components

d. List the challenges faced by your program during the current academic year and indicate the strategies which you plan to employ to address each challenge in the next academic year. Please list each challenge in one row. *(type in box, press tab to add additional rows)*

Challenges	Specific Strategies (measurable)
The numerous changes to the current state and national standards have created numerous changes in the program content.	Bi-weekly meetings take place so that the dean can guide the rebuilding of this program to meet current standards and best practices. A full-time faculty member was hired in the area of Science Education in the Spring of 2010 to assist with this process.
Program enrollment is average relative to other Florida institutions, but is small in regards to the number of teachers needed in the field.	A marketing and recruitment campaign will begin in the Spring of 2011 to assist in building these programs. Other partnerships and grants are being sought to help build program enrollment.
In-program Advising	Hire a program advisor that will reside in the School of Education to assist students admitted to the program and assist with graduate survey data and employer satisfaction data.
Student Support Services	Hire a baccalaureate coach to assist with test preparation both in class and for Florida Teacher Competency Requirements, coordinate baccalaureate tutoring using Khan Model and assist faculty with resources for students on Individualized Remediation Plans.
Marketing and Recruitment	Work with the Public Relations Office to launch a marketing and recruitment campaign.

e. Report on the results of the strategies you initiated to address last year's challenges.

Specific Strategies (measurable)	Status
N/A	

f. What are the specific program resources/budget needs you will need for next year that was recommended or that you will be requesting? List the top five needs. *(type in box)*

Item	"X" here (if this item was requested last year and not purchased.)	Vendor	Cost
Academic Advisor	X	Personnel	
Baccalaureate Coach	X	Personnel	
Assessment and Accreditation System	X	TK 20	\$10,000.00
Marketing and Recruitment	X	ESC Public Relations Office	\$10,000.00

VII. OTHER

Table Completed by Faculty/Department Chair/Associate Dean

Summarize any other information you feel is relevant to this year's program review or any additional plans for program improvement not already addressed in this review.

In addition to reviewing the learning outcomes and program requirements, the course offering currently offered by Florida Gulf Coast University are under review. Edison will continue to review whether or not this partnership is beneficial to students in the Secondary Biology program.

VIII. COMMENTS FROM ORAL REVIEW

Table Completed by Program Dean/Vice President, Academic and Student Services

Comments gathered from oral review will be entered here.

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ADDENDUM TO THE PROGRAM REVIEW

I. SUPPORT DATA

a. Enrollment Information

Tables in this section will contain annual data up to five years.

List the number of students (*as of last day to add 16-week class*) enrolled by gender and ethnic origin*.

<u><i>Table Completed by Institutional Research</i></u>	Male	Female	White	American Indian/ Alaskan Native	Asian/Pacific Islander	Black	Hispanic
Number Enrolled Fall 2009	5	13	17	0	0	0	0
Number Enrolled Spring 2010	3	12	14	0	0	0	1

* In Fall, 2009 ethnicity classifications were changed by IPEDS: Students may be counted in more than one race category.

List the number of students by Campus. *Note: Home Campus is determined based on where the student enrolled in the majority of their courses*

<u><i>Table Completed by Institutional Research</i></u>	Charlotte	Collier	Hendry/Glades	Lee	Online
Number Enrolled Fall 2009	0	0	0	17	1
Number Enrolled Spring 2010	0	0	0	15	0

b. Student Retention and Persistence

Table Completed by Institutional Research

List the beginning (*as of last day to add 16-week class*) and ending (*as of assigning final grades—exclude students with W grades*) program enrollment; then calculate the retention rate percentage. If a regional program, please provide the information by college. (*Retention rate is defined as the number of students retained from beginning to end of the same semester.*)

Beginning Fall 2009	Ending Fall 2009	Retention Rate %
18	17	94.4
Beginning Spring 2010	Ending Spring 2010	Retention Rate %
15	15	100.0

List the number of students enrolled in the Fall (*as of last day to add 16-week class*) and continued in the Spring (*as of last day to add 16-week class*); then calculate the persistence rate percentage. (*Persistence rate is defined as the number of students who started and finished in the fall semester and continued by enrolling in the following spring semester.*) *Table Completed by Institutional Research*

Number Enrolled Fall 2009	Number Continued Spring 2010	Persistence Rate %
16	14	87.5

c. Student Graduation, Placement, and Transfer

Table Completed by Institutional Research

List the number of graduates (*unduplicated count*).

Total Students Graduating Summer 2009	0
Total Students Graduating Fall 2009	0
Total Students Graduating Spring 2010	3

List all credentials available in the program; then for each term, separately list the number of credentials awarded per degree, diploma, or certificate. If there are no credentials given, indicate or list a 0 in the term box. (*tab in last box to add more lines for additional credentials*)

Table Completed by Faculty/Department Chair/Associate Dean

Name of Degree, Diploma, Certificate	Summer 2008	Fall 2009	Spring 2010
Bachelor's Degree in Secondary Biology Education			3

Of the students graduating, list the number employed in the program field, the number employed in other fields, and the number who transferred to another college. Then calculate the initial job placement rate percentage by taking the number of students employed in program field only by the number of graduates and dividing by the number of graduates.

Table Completed by Faculty/Department Chair/Associate Dean

Term	Number of graduates listed above (a)	Employed in Program Field (b)	Employed in Other Fields (c)	Transferred to Other College (d)	Not Employed	Placement Rate % (b) / (a)	Continuance Rate % (b + d) / (a)
Fall 2009							
Spring 2010	3	2		1			66

d. Program Trends

Table Completed by Faculty/Department Chair/Associate Dean

Describe the applicable job market (*starting salary for both national average and local average, availability of jobs, national trends, etc.*)

Their continues to be a demand for Secondary Science teachers in the five county districts served by Edison State College.

Local Starting Salary- \$38,192

National Starting Salary- \$ 40,469

Add other comments related to students' employment (such as early leavers with marketable skills) and/or transfer of students to other institutions.

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e. Assessment Exams

Table Completed by Faculty/Department Chair/Associate Dean

WorkKeys Assessment

In the table, below list the test dates and the number of students pre- and post-tested.

Term	Date of Test	Number Students Pre-Tested	Date of Test	Number Students Post-Tested
Fall 2009				
Spring 2010				

f. WorkKeys Results

Tables Completed for FTIC students by Admissions; for Returning Students by Faculty/Department Chair/Associate Dean

In the tables below, list each of the areas tested (such as Listening, Reading for Information, and Teamwork). Then list the overall score for each score level. Make sure you are post-testing students in the same areas in which they were pre-tested.

Spring 2010 Pre-Test								Spring 2010 Post-Test								
Area Tested↓	Score⇒	2 (<3)	3	4	5	6	7		Area Tested↓	Score⇒	2 (<3)	3	4	5	6	7

Fall 2009 Pre-Test								Fall 2008 Post-Test								
Area Tested↓	Score⇒	2 (≤ 3)	3	4	5	6	7		Area Tested↓	Score⇒	2 (≤ 3)	3	4	5	6	7

Note: If you are doing a pre-test in WorkKeys, then post-testing must also be done in WorkKeys as the test will compare the same skills the students were tested on. Also the area tested in the pre-test must be the same area tested in the post-test, so the same skills can be measured.

Proficient Levels (List each of the three WorkKeys testing areas and the proficient score specific to your program, i.e. Listening – 4, Writing – 4, Reading for Information – 5):

Applied Math – 5, Locating Information – 5, Reading for Information - 5

Proficient Skills (list data such as 8 of 10 or 80% were proficient in writing)	Non-Proficient Skills (list data such as 2 of 10 or 20% were not proficient in writing)	Analysis of Results (thoughts about why students were proficient or non-proficient)	Strategies To Be Implemented*

*For Strategies to be implemented, specifically list what you will do in your program to address any proficient and non-proficient testing areas, (i.e., record student/client interaction and have students assess communication techniques leading to empathetic listening. Students will be able to explain the contents of an assigned reading selection in a medical record).

- g. **Other Assessments** (include performance on program certifications, licensing or registry exams—use first-time attempt for calculating passage rate, etc.) (insert additional lines as needed)

Academic Year	Type of Exam	Date of Exam	Number Tested	Number Passed	First-time Pass Rate%

II. PROGRAM ADVISORY COMMITTEE

Tables Completed by Faculty/Department Chair/Associate Dean

- a. List in alphabetical order the current program members and their organization; also indicate your chair. (*tab in last box to add more lines for additional members*)

[illegible]

b. List program committee dates and the number of members present for each meeting.

Term	Meeting Date	Number of External Members Present	Number of ESC Members Present
Spring 2009	February 16, 2010	5	4
Spring 2009	April 20, 2010	5	3

c. Review Program Advisory Committee minutes and summarize what your members have recommended as improvements for the program during this academic year.

The advisory committee is currently under reorganization as many of the members have assumed new positions. Dr. Martin Tawil, Coordinator of Assessment and Student Success will be chairing the Advisory Committee. The Advisory Committee met several times regarding the Changing Standards and the implementation process of the Charter Schools. A more formal committee has been assembled to provide feedback regarding the School of Education.

d. Report on the status of the recommendations given by the Program Advisory Committee from last year's review.

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III. PROGRAM RESOURCES

Tables Completed by Faculty/Department Chair/Associate Dean

a. **Budget**

List the budget information for the program. If a regional program, identify the amounts from both institutions.

Academic Year	Amount Budgeted	Amount Spent	Amount Perkins Allocated	Amount Perkins Spent
09-10	\$66,945	\$64,160		

b. **Fees**

List the fee information for the program. If a regional program, identify the amounts from both institutions.

Academic Year	Amount Budgeted	Amount Spent
09-10	\$0	\$0

Summarize budget-related issues and/or future budgetary needs.

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c. **Facilities**

Summarize any facility-related issues and/or future needs to be addressed.

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| <ol style="list-style-type: none">1. With program expansion in the School of Education, a new location for the School of Education has been determined. The School of Education moved to Building A during the Spring of 2010 and will move again in the Fall of 2011. These moves support the need for more space and common working area that will assist with the growing learning community. |
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d. Faculty

List the current program faculty and their full-time or part-time status.

Name of Faculty	Full-Time/Part-Time	Credentials
Eileen DeLuca (former)	FT	Doctorate
Joyce Rollins	FT	Masters
Erin Harrel	FT	Doctorate
Howard Withrow	PT	Masters
Lisette Ramos-Voigt	PT	Doctorate
Carlos Negron	PT	Doctorate
Shelly Greggs	PT	Masters

Name of Faculty	Full-Time/Part-Time	Credentials

List all program-specific professional development that program faculty participated in during the current academic year (do not include general professional development).

Faculty Member Name	Date	Professional Development Activity
Eileen DeLuca (former)	2009-2010	<p>Presentations</p> <ul style="list-style-type: none"> DeLuca, E. (October 13, 14, 2009) "Teaching English Language Learners in College Classrooms" Part 1 & 2. Edison State College Teaching and Learning Center (TLC) DeLuca, E. and Rigby, R. (February 27, 2010) <i>Toolkit for Content Area Reading Strategies</i>. Presented at the 2010 Annual Lee Country Reading Council Conference, Fort Myers, Fl. DeLuca, E. (September 23, 2010) <i>New Directions for Pre-service Teacher Conversations about Prejudice</i> Presented at the 22nd annual Southeast TESOL Conference, Miami, Fl. <p>Publications:</p> <ul style="list-style-type: none"> DeLuca, E. (2010). "Unlocking Academic Vocabulary: Lessons from an ESOL Teacher." <i>The Science Teacher</i>. Vol. 77 No. 3, pp. 27-32. <p>Workshop/Conference Attendance:</p> <ul style="list-style-type: none"> "Online Strategies for Success" September 16, 2009, Edison State College

		<p>Teaching and Learning Center (TLC)</p> <ul style="list-style-type: none"> • “Classroom Assessment Techniques” Group January 20, 2010, February 3, 2010, February 17, 2010, March 17, 2010 , Edison State College Teaching and Learning Center (TLC) • 22nd annual Southeast TESOL Conference, September 23, 2010, Miami, FL. • FATE Annual Conference: The Art of Teaching New Millennium Learners: Access, Resources and Technology, October 9-10, 2009 <p>2010 Annual Lee County Reading Council Conference, February 27, 2010Fort Myers, FL.</p>
Joyce Rollins	2009-2010	<p>Member: ASCD</p> <p>Presentations:</p> <ul style="list-style-type: none"> • True Colors Edgewood Academy August, 2009 • True Colors St. Francis Xavier August, 2009 • Engaging Pedagogy Lee County Substitute Back to School PD August, 2009 <p>Site Visits: Interns Jan – April 2010</p> <ul style="list-style-type: none"> • Visits to 13 Lee and Collier Elementary Schools <p>Observed both Mentor Teachers and Teacher Candidates</p>
Erin Harrel	2009	<p>Presentations:</p> <ul style="list-style-type: none"> • Maintaing Our Commitment to the Community <i>Community College Baccalaureate Association</i> 2009 • Successes and Challenges in New Baccalaureate Programs <i>Florida Association of Teacher Education</i> 2009 • A Changing Landscape in the Millennium <i>Collier County Public Schools, Edison State College</i> 2009- current <p>McGraw Hill Assessment Advisory Board, CE 6 Certification, NCATE Lead Accreditation Team Member, Florida Live Text User’s Group Conference, Florida Department of Education Lead Program Reviewer</p> <p>Publications:</p>

		<ul style="list-style-type: none"> • “Lacrosse Hits Home”, <i>Southwest Florida Parent & Child</i>, December 2009 • “The Agony of Defeat”, <i>Southwest Florida Parent & Child</i>, November 2009 • <i>Southwest Florida Parent & Child</i>, October 2009 • “Kids and Critical Thinking”, <i>Southwest Florida Parent & Child</i>, September 2009 • “Academic Road Trip”, <i>Southwest Florida Parent & Child</i>, August 2009 • “Letting Go... Why does it have to be so difficult?” <i>Southwest Florida Parent & Child</i>, July 2009 • “Citizenship Award... Teaching children strong community values” <i>Southwest Florida Parent & Child</i>, June 2009 • “Mother’s Day Memories... Some should be forgotten”, <i>Southwest Florida Parent & Child</i>, May 2009 • “Leaving the Kids”, <i>Southwest Florida Parent & Child</i>, April 2009 • “Do As I Say Not As I Do”, <i>Southwest Florida Parent & Child</i>, March 2009 • “Perceptions of Love, Through the eyes of a child...” <i>Southwest Florida Parent & Child</i>, February 2009
Howard Withrow		No longer Employed with Institution
Lisette Ramos-Voigt		No longer Employed with Institution
Carlos Negron	1/2009	Blackboard – Train the Trainer
Shelley Greggs	1/2009-3/2009	Guardianship Course through Continuing Education @ Edison State College

e. Memorandums of Agreement (MOAs)

List the external agencies with which your program has established Memorandums of Agreement. *(tab in last box to add more lines for additional agency names)*

Florida Gulf Coast University (ISC 3120, PCB 3043C, PCB 3063C).	Articulation Agreement Available Upon Request
University of Central Florida (FOR-PD/RED 4350)	Articulation Agreement Available Upon Request

IV. CURRICULUM

Tables Completed by Faculty/Department Chair/Associate Dean

a. List any curriculum changes that occurred in the program during the current academic year.

Changes	Justification
All syllabi were revised	Format issues
All critical tasks were systematically reviewed at the end of the semester	Changes were made using the Live Text Change forms (See Appendix G)

b. List any curriculum changes planned in the program for the next academic year.

Changes	Justification
Addition of EDM3230	Teacher Candidates demonstrated need in curriculum development and lesson planning.
Removal of RED 4350	Reading competencies will be embedded in other courses to accommodate the needed math course

c. List any curriculum problems encountered in the program during the current academic year.

Curriculum Concerns	Ramifications/Resolution
Teacher candidates continue to demonstrate weakness in writing specifically with regards to format in APA	Additional courses or offering will need to be added to the program to assist in preparing students for this writing style

d. List any new credential offerings added to the program during the current academic year.

New Offerings	Justification

e. List any credential deactivation(s) recommended for the next academic year.

Deactivation	Justification

Signatures Required:

Prepared by: (Department Chair/Associate Dean):

Print Name, Title

Signature (Date)

Reviewed by:

Associate Dean (Program) (Date)

_____ Approved

_____ Approved with Comments

Dean (Program) (Date)

_____ Approved

_____ Approved with Comments

Director, Institutional Research and Planning (Date)

_____ Approved

_____ Approved with Comments

Vice President, Academic and Student Services (Date)

_____ Approved

_____ Approved with Comments

Comments by Reviewing Committee

(All Comments listed should include the name of the person providing the information and the date.)

Appendix A
Annual Data Report



Annual Report

Dean of the School of Education
Dr. Erin Harrel

Academic Year
2009-2010

This Education Data Annual Report is designed to provide data to the various departments which have candidates in a teacher education program. The data are compiled by the Associate Dean of Education, and the data are obtained from a variety of sources including the Field Experience Coordinator, Associate Dean of Baccalaureate Programs, various Arts and Sciences departments, Edison State College Registrar's Office, Title II Reports, Nesinc/FLDOE Testing Service, and the Florida Department of Education. The data are distributed throughout the year to the various departments with teacher education candidates. The data are to be used for departmental program review. This set of data is given to the departments at the beginning of the academic year because some of the data are not compiled until after the completion of the academic year. The set of data is presented in the order in which candidates move through the Teacher Education Program beginning with initial declaration of an education major and ending with the internship. Data is also collected on program completers for two years from graduation date. The intent of this report is to provide an abundance of data at the individual candidate level, program and institutional level which can then be used to make program revision decisions.

Florida Teacher Competency Exams
ALL CANDIDATES
2009 -2010

Test	N	N Passed	Percent Passing	N Not Passing	Percent Not Passing
General Knowledge					
Essay	241	227	94%	14	6%
English Language Skills (ELS)	247	229	93%	18	7%
Reading	247	224	91%	23	9%
Mathematics	246	212	86%	34	14%
Subject Area Test					
Elementary	13	12	92%	1	8%
Secondary Math	2	1	50%	1	50%
Secondary Biology	4	4	100%	0	0%
Professional Educator Exam					
BS	41	40	98%	1	2%

TEACHER EDUCATION COMMITTEE

Admission to Teacher Education Program

	Applicants	Approved	Conditionally Approved	Tabled	Rejected
Elementary	145	139	6	N/A	N/A
Secondary Math	20	20	0	N/A	N/A
Secondary Biology	13	13	0	N/A	N/A
Total	178	172	6	N/A	N/A

Admission to Field Experience Program

Internship Applicants

2009-2010

	Applicants	Approved	Conditionally Approved	Tabled	Rejected
Elementary	13	12	1	0	0
Secondary Math	2	2	0	0	0
Secondary Biology	3	3	0	0	0
Total	18	17	1	0	0

Admission to Field Experience Program

Practicum I & II Applicants

2009-2010

	Applicants	Approved	Conditionally Approved	Tabled	Rejected
Elementary	119	119	0	0	0
Secondary Math	8	8	0	0	0
Secondary Biology	9	8	0	0	0
Total	133	133	0	0	0

TEACHER EDUCATION APPLICANTS
2009-2010
GRADE POINT AVERAGE

<u>Major</u>	<u>N</u>	<u>CUMULATIVE GPA</u>	<u>MEAN RANGE</u>
ELEMENTARY EDUCATION	236	3.17	1.95-4.0
MATHEMATIC S	29	3.03	2.09-4.0
BIOLOGY	27	3.06	1.78-3.95

Note: Not all applicants were accepted into the Teacher Education Program. The program GPA below 2.5 were students placed on academic probation or admitted under the 10% waiver.

**Field Experience: Internship
EVALUATIONS
2009-2010**

Program	N	Exceeds		Meets Expectations		Needs to Learn		Developing	
		Benchmark	Final	Benchmark	Final	Benchmark	Final	Benchmark	Final
Elementary	13	7	8	6	5	0	0	0	0
Mathematics	2	0	0	2	2	0	0	0	0
Biology	3	0	0	2	3	1	0	0	0
Grand Total	18	7	8	6	5	1	0	0	0

**Field Experience: Practicum I
EVALUATIONS
2009-2010**

Program	N	Exceeds		Meets Expectations		Needs to Learn		Developing	
		Benchmark	Final	Benchmark	Final	Benchmark	Final	Benchmark	Final
Elementary	109	33	37	82	71	2	1	0	0
Mathematics	8	3	4	5	4	0	0	0	0
Biology	6	2	2	4	4	0	0	0	0
Grand Total	123	38	43	91	79	2	1	0	0

**Field Experience: Practicum II
EVALUATIONS
2009-2010**

Program	N	Exceeds		Meets Expectations		Needs to Learn		Developing	
		Benchmark	Final	Benchmark	Final	Benchmark	Final	Benchmark	Final
Elementary	57	35	39	21	18	0	0	0	0
Mathematics	3	0	0	3	3	0	0	0	0
Biology	4	0	0	3	4	1	0	0	0
Grand Total	64	35	39	27	25	1	0	0	0

E = Exceeds
ME = Meets Expectations
NL = Needs to Learn
D = Developing

Program Completer's Survey Results

Education Program: Completer's Survey

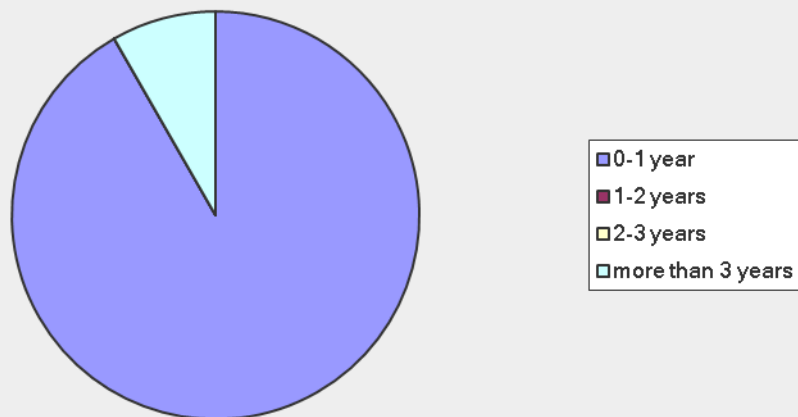
Do you agree to participate?

Answer Options	Response Percent	Response Count
I Agree to Participate	100.0%	12
I do not Agree to Participate (if you do not wish to participate, please exit out of this survey)	0.0%	0
<i>answered question</i>		12
<i>skipped question</i>		0

Years of teaching experience:

Answer Options	Response Percent	Response Count
0-1 year	91.7%	11
1-2 years	0.0%	0
2-3 years	0.0%	0
more than 3 years	8.3%	1
<i>answered question</i>		12
<i>skipped question</i>		0

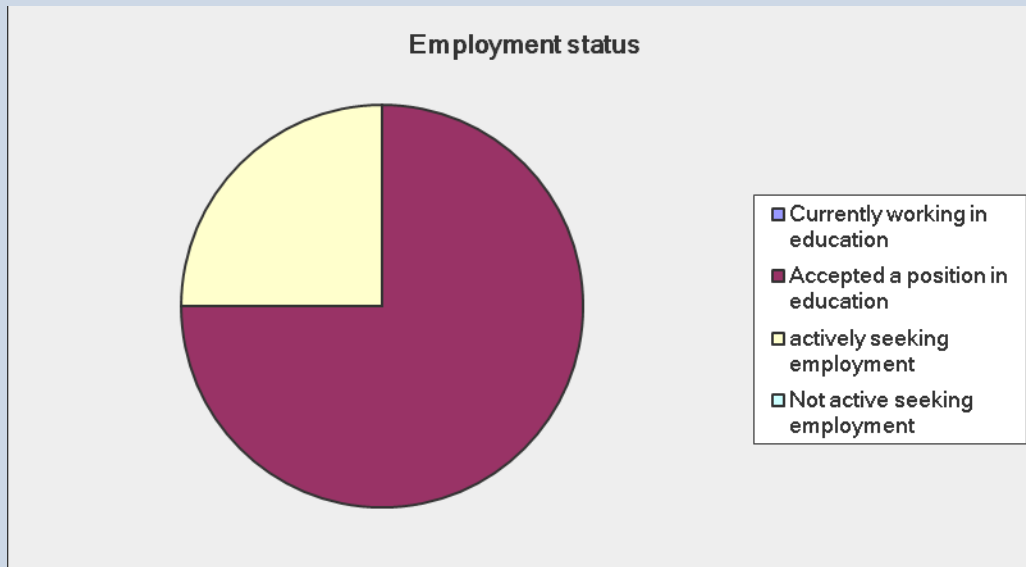
Years of teaching experience:



Employment status

Answer Options	Response Percent	Response Count
Currently working in education	0.0%	0
Accepted a position in education	75.0%	9
Actively seeking employment	25.0%	3
Not active seeking employment	0.0%	0

answered question 12



skipped question 0

My program of study at Edison was?

Answer Options	Response Percent	Response Count
Elementary Education	75.0%	9
Secondary Education - Math	16.7%	2
Secondary Education - Biology	8.3%	1

answered question 12

0

skipped question

My future educational plans are?

Answer Options

I am done with college

To complete a Masters Degree

To complete a Specialist Degree

Response
Percent

16.7%

83.3%

0.0%

Response
Count

2

10

0

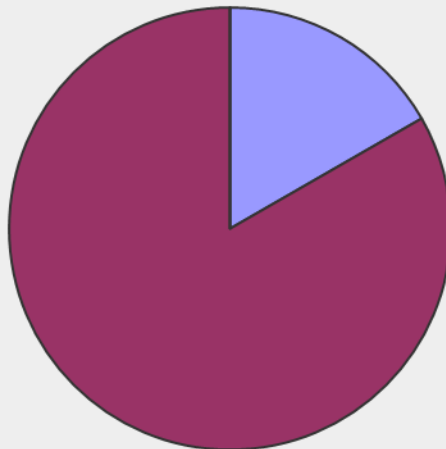
answered question

12

skipped question

0

My future educational plans are?



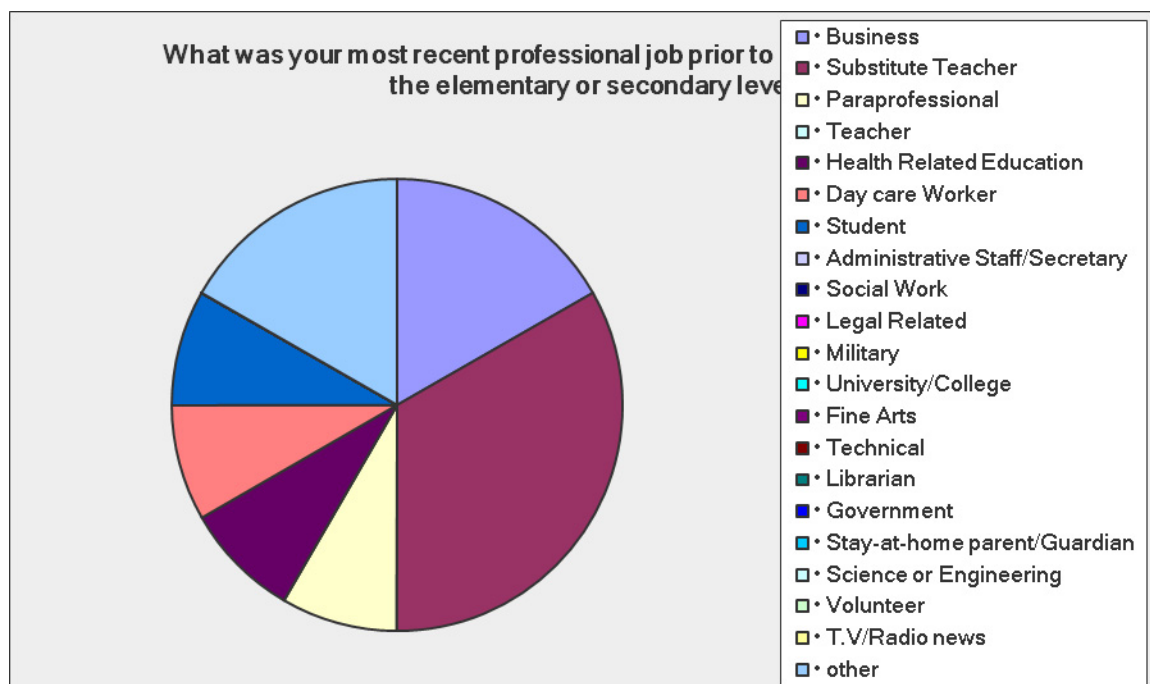
■ I am done with college

■ To complete a Masters Degree

■ To complete a Specialist Degree

What was your most recent professional job prior to beginning teaching at the elementary or secondary level?

Answer Options	Response Percent	Response Count
• Business	16.7%	2
• Substitute Teacher	33.3%	4
• Paraprofessional	8.3%	1
• Teacher	0.0%	0
• Health Related Education	8.3%	1
• Day care Worker	8.3%	1
• Student	8.3%	1
• Administrative Staff/Secretary	0.0%	0
• Social Work	0.0%	0
• Legal Related	0.0%	0
• Military	0.0%	0
• University/College	0.0%	0
• Fine Arts	0.0%	0
• Technical	0.0%	0
• Librarian	0.0%	0
• Government	0.0%	0
• Stay-at-home parent/Guardian	0.0%	0
• Science or Engineering	0.0%	0
• Volunteer	0.0%	0
• T.V/Radio news	0.0%	0
• other	16.7%	2
answered question		12
skipped question		0



How well did The ESC School of Education Program prepare you to do the following?

Answer Options	Highly effective	Effective	Not very effective	Ineffective	Rating Average	Response Count
Identify strategies that expand students' critical thinking.	8	4	0	0	1.33	12
Plan activities that require students to gather information	8	4	0	0	1.33	12
Incorporate activities that promote positive	7	5	0	0	1.42	12
Provide opportunities for students to receive constructive	5	7	0	0	1.58	12
Use relevant materials and technologies to promote	6	5	0	0	1.45	11
Apply learning theories and knowledge of human	9	3	0	0	1.25	12
Plan lessons with specific learning and performance	7	5	0	0	1.42	12
Collaborate with other educators when planning lessons.	8	4	0	0	1.33	12
Develop technology enriched learning activities that	6	6	0	0	1.50	12
Reflect on practice and modify instruction as needed.	8	4	0	0	1.33	12
Recognize and identify developmental differences	8	4	0	0	1.33	12
Incorporate reading strategies in instructional planning in	10	2	0	0	1.17	12
<i>answered question</i>						12
<i>skipped question</i>						0

How well did The ESC School of Education Program prepare you to do the following?

Answer Options	Highly effective	Effective	Not very effective	Ineffective	Rating Average	Response Count
Establish classroom routines and procedures that	6	6	0	0	1.50	12
Employ a variety of assessment strategies to determine	7	5	0	0	1.42	12
Maintain academic focus for all students through the use	7	5	0	0	1.42	12
Use a variety of teaching techniques and strategies to	8	3	0	0	1.27	11
Use instructional time effectively.	6	6	0	0	1.50	12
Modify instruction based upon assessed student	8	4	0	0	1.33	12
Use technology in instructional delivery to enrich student	5	7	0	0	1.58	12
Use resources outside the classroom to enrich student	5	7	0	0	1.58	12
Demonstrate how knowledge can be applied to real-	6	6	0	0	1.50	12
Use assessment data to improve student achievement.	5	7	0	0	1.58	12
Use questions and activities that engage students in	7	5	0	0	1.42	12
Use a variety of developmentally appropriate activities to	7	5	0	0	1.42	12
Demonstrate an understanding of how the subject is	7	5	0	0	1.42	12
Use results from individual reading assessments to	7	5	0	0	1.42	12
Recognize signs of students' difficulty with the reading	10	2	0	0	1.17	12
Prepare students for taking standardized tests by using	6	6	0	0	1.50	12
Monitor student performance on core benchmarks	7	5	0	0	1.42	12
<i>answered question</i>						12
<i>skipped question</i>						0

How well did The ESC School of Education Program prepare you to do the following?

Answer Options	Highly effective	Effective	Not very effective	Ineffective	Rating Average	Response Count
Use technology tools to manage and evaluate student	5	7	0	0	1.58	12
Make reasonable efforts to protect students from harmful	7	4	0	0	1.36	11
Adhere to ethical standards expected of an educator in	8	4	0	0	1.33	12
Adhere to the Code of Ethics and Principles of	8	4	0	0	1.33	12
Treat students equitably by fostering acceptance of	8	3	0	0	1.27	11
Communicate effectively with families and students from	8	3	1	0	1.42	12
Adapt communication style based on the needs of	6	5	1	0	1.58	12
Access relevant educational research.	6	6	0	0	1.50	12
Implement strategies acquired through professional	6	4	2	0	1.67	12
Provide meaningful feedback regarding student	6	4	2	0	1.67	12
Work with colleagues to improve students' educational	5	6	0	0	1.55	11
Demonstrate knowledge of research-based,	9	3	0	0	1.25	12
<i>answered question</i>						12
<i>skipped question</i>						0

Overall, as a result of completing The ESC School of Education Program?

Answer Options	Very prepared	prepared	somewhat prepared	unprepared	Rating Average	Response Count
I am _____ to enter the education field.	10	2	0	0	1.17	12
<i>answered question</i>						12
<i>skipped question</i>						0

Eighty three percent of teacher candidates felt very prepared and seventeen percent prepared to enter the education field.

**Student Teaching Portfolio Assessment
2009-2010**

Critical Tasks	N	Exemplary (%)	Accomplished (%)	Developing (%)	Beginning (%)
Elementary	13	85	15	0	0
Secondary Math N	2	0	100	0	0
Secondary Biology	3	33	67	0	0
Overall N=18	18	67	33	0	0

EDISON STATE COLLEGE

READING ENDORSEMENT COMPETENCIES

[illegible]

Development of Support <i>ACEI-2007-2.1, ACEI-2007-3.1, ACEI-2007-3.2, ACEI-2007-3.3, FL-EDISON-2009-EE-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.4, FL-EDISON-2009-EL-SA-FSAC.5, FL-EDISON-2009-EL-SA-FSAC.6, FL-EDISON-FEAP-PRE-10, FL-EDISON-FEAP-PRE-11, FL-EDISON-FEAP-PRE-2, FL-EDISON-FEAP-PRE-3, FL-EDISON-FEAP-PRE-4, FL-EDISON-FEAP-PRE-5, FL-EDISON-FEAP-PRE-8, FL-EDISON-FEAP-PRE-9, FL-ESOL-12, FL-ESOL-13, FL-ESOL-16, FL-ESOL-2, FL-ESOL-21, FL-ESOL-25, FL-ESOL-4, FL-ESOL-6, FL-ESOL-7, FL-ESOL-9, IRA-1.1, IRA-1.3, IRA-1.4, IRA-2.1, IRA-2.2, IRA-4.1, IRA-4.3, IRA-5.1, IRA-5.2, IRA-5.3</i>	87	2	4	0
Peer Response <i>ACEI-2007-2.1, ACEI-2007-3.1, ACEI-2007-3.2, ACEI-2007-3.3, FL-EDISON-2009-EE-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.4, FL-EDISON-2009-EL-SA-FSAC.5, FL-EDISON-2009-EL-SA-FSAC.6, FL-EDISON-FEAP-PRE-10, FL-EDISON-FEAP-PRE-11, FL-EDISON-FEAP-PRE-2, FL-EDISON-FEAP-PRE-3, FL-EDISON-FEAP-PRE-4, FL-EDISON-FEAP-PRE-5, FL-EDISON-FEAP-PRE-8, FL-EDISON-FEAP-PRE-9, FL-ESOL-12, FL-ESOL-13, FL-ESOL-16, FL-ESOL-2, FL-ESOL-21, FL-ESOL-25, FL-ESOL-4, FL-ESOL-6, FL-ESOL-7, FL-ESOL-9, IRA-1.1, IRA-1.3, IRA-1.4, IRA-2.1, IRA-2.2, IRA-4.1, IRA-4.3, IRA-5.1, IRA-5.2, IRA-5.3</i>	87	3	0	0
FOR-PD Outcomes <i>ACEI-2007-2.1, ACEI-2007-3.1, ACEI-2007-3.2, ACEI-2007-3.3, FL-EDISON-EE-COMP.1.1, FL-EDISON-EE-COMP.1.2, FL-EDISON-EE-COMP.2.1, FL-EDISON-EE-COMP.2.2, FL-EDISON-EE-COMP.2.3, FL-EDISON-EE-COMP.2.5, FL-EDISON-EE-COMP.2.6, FL-EDISON-EE-COMP.2.7, FL-EDISON-EE-COMP.2.8, FL-EDISON-EE-COMP.5.1, FL-EDISON-FEAP-PRE-10, FL-EDISON-FEAP-PRE-11, FL-EDISON-FEAP-PRE-2, FL-EDISON-FEAP-PRE-3, FL-EDISON-FEAP-PRE-4, FL-EDISON-FEAP-PRE-5, FL-EDISON-FEAP-PRE-8, FL-EDISON-FEAP-PRE-9, FL-ESOL-12, FL-ESOL-13, FL-ESOL-16.1, FL-ESOL-21, FL-ESOL-25, FL-ESOL-4, FL-ESOL-5, FL-ESOL-6, FL-ESOL-7, FL-ESOL-9, IRA-1.1, IRA-1.2, IRA-1.3, IRA-1.4, IRA-2.2, IRA-2.3, IRA-4.1, IRA-4.3, IRA-5.1, IRA-5.2, IRA-5.3</i>	84	16	0	0
Assignment Completion <i>ACEI-2007-2.1, ACEI-2007-3.1, ACEI-2007-3.2, ACEI-2007-3.3, FL-EDISON-2009-EE-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.1, FL-EDISON-2009-EL-SA-FSAC.4, FL-EDISON-2009-EL-SA-FSAC.5, FL-EDISON-2009-EL-SA-FSAC.6, FL-EDISON-FEAP-PRE-10, FL-EDISON-FEAP-PRE-11, FL-EDISON-FEAP-PRE-2, FL-EDISON-FEAP-PRE-3, FL-EDISON-FEAP-PRE-4, FL-EDISON-FEAP-PRE-5, FL-EDISON-FEAP-PRE-8, FL-EDISON-FEAP-PRE-9, FL-ESOL-12, FL-ESOL-13, FL-ESOL-16, FL-ESOL-2, FL-ESOL-21, FL-ESOL-25, FL-ESOL-4, FL-ESOL-6, FL-ESOL-7, FL-ESOL-9, IRA-1.1, IRA-1.3, IRA-1.4, IRA-2.1, IRA-2.2, IRA-4.1, IRA-4.3, IRA-5.1, IRA-5.2, IRA-5.3</i>	93	7	0	0

<i>21, FL-ESOL-25, FL-ESOL-4, FL-ESOL-ESOL-6, FL-ESOL-7, FL-ESOL-9, IRA-IRA-1.2, IRA-1.3, IRA-1.4, IRA-2.1, IRA-IRA-2.3, IRA-4.1, IRA-4.3, IRA-4.4, IRA-IRA-5.2, IRA-5.3</i>				
Reflects on significant issues that connects to classroom experiences <i>FL-EDISON-FEAP-PRE-1, FL-EDISON-FEAP-PRE-7</i>	82	16	1	1

**EDISON STATE COLLEGE
ESOL COMPETENCIES**

	%Exemplary	%Accomplished	%Developing	%Beginning
Multicultural Methods and Materials <i>FL-EDISON-EE-COMP-4.3, FL-ESOL-12.2, FL-ESOL-13.6, FL-ESOL-15.2, FL-ESOL-15.4, FL-ESOL-15.6, FL-ESOL-17.2, FL-ESOL-17.3, FL-ESOL-4.1, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	78	17	5	0
ELL/ESOL Teacher Strategies <i>FL-EDISON-EE-COMP-4.3, FL-ESOL-12.2, FL-ESOL-13.6, FL-ESOL-15.2, FL-ESOL-15.4, FL-ESOL-15.6, FL-ESOL-17.2, FL-ESOL-17.3, FL-ESOL-4.1, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	78	22	0	0
ELL/ESOL Website <i>FL-ESOL-1, FL-ESOL-12.2, FL-ESOL-15.1, FL-ESOL-15.2, FL-ESOL-15.5, FL-ESOL-15.6, FL-ESOL-17.3, FL-ESOL-4, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	49	45	6	0
Packet and Presentation <i>FL-ESOL-12.2, FL-ESOL-13.6, FL-ESOL-15.1, FL-ESOL-15.2, FL-ESOL-15.4, FL-ESOL-15.5, FL-ESOL-15.6, FL-ESOL-17.2, FL-ESOL-17.3, FL-ESOL-4.1, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	79	21	0	0
Cooperation with Group Members <i>FL-ESOL-1, FL-ESOL-12.2, FL-ESOL-15.1, FL-ESOL-15.2, FL-ESOL-15.5, FL-ESOL-15.6, FL-ESOL-17.3, FL-ESOL-4, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	90	10	0	0

	%Exemplary	%Accomplished	%Developing	%Beginning
Ethnographic Interviews <i>FL-EDISON-FEAP-PRE-2.a, FL-EDISON-FEAP-PRE-2.c, FL-EDISON-FEAP-PRE-5.b, FL-ESOL-11, FL-ESOL-14.1, FL-ESOL-18.2, FL-ESOL-2.2, FL-ESOL-23.2, FL-ESOL-3, FL-ESOL-3.1, FL-ESOL-4</i>	90	10	0	0
Research <i>FL-EDISON-FEAP-PRE-2.a, FL-EDISON-FEAP-PRE-2.c, FL-EDISON-FEAP-PRE-5.b, FL-ESOL-14.1, FL-ESOL-18.2, FL-ESOL-2.2, FL-ESOL-23.2, FL-ESOL-3, FL-ESOL-3.1, FL-ESOL-4</i>	70	18	12	0
Ethnography <i>FL-EDISON-FEAP-PRE-2.a, FL-EDISON-FEAP-PRE-2.c, FL-EDISON-FEAP-PRE-5.b, FL-ESOL-11, FL-ESOL-14.1, FL-ESOL-18.2, FL-ESOL-2.2, FL-ESOL-23.2, FL-ESOL-3, FL-ESOL-3.1, FL-ESOL-4</i>	60	38	2	0
Presentation <i>FL-EDISON-FEAP-PRE-2.a, FL-EDISON-FEAP-PRE-2.c, FL-EDISON-FEAP-PRE-5.b, FL-ESOL-11, FL-ESOL-14.1, FL-ESOL-18.2, FL-ESOL-2.2, FL-ESOL-23.2, FL-ESOL-3, FL-ESOL-3.1, FL-ESOL-4</i>	75	23	2	0
Cooperation with Group Members <i>FL-ESOL-1, FL-ESOL-12.2, FL-ESOL-15.1, FL-ESOL-15.2, FL-ESOL-15.5, FL-ESOL-15.6, FL-ESOL-17.3, FL-ESOL-4, FL-ESOL-4.3, FL-ESOL-6, FL-ESOL-7, FL-ESOL-7.3, FL-ESOL-7.4</i>	94	4	1	1

**EDISON STATE COLLEGE
PROGRAM COMPLETERS
2009-2010**

Program	Elementary Education	Secondary Math	Secondary Biology
FTCE (n= 18)	13	2	3
** GK: Essay	100%	100%	100%
English Language Skills	100%	100%	100%
Reading	100%	100%	100%
Mathematics	100%	100%	100%
**Professional Ed	100%	100%	100%
** Subject Area	100%	100%	100%
** Critical Tasks Completion	100%	100%	100%
Disposition Concerns (D D2)	0%	0%	0%
Remediation Plan	0%	0%	0%
Individual Remediation	0%	0%	0%
TOTAL	13	2	3

**Data is presented by percent of program completer.

**EDISON STATE COLLEGE
EDUCATION GRADUATES
2009-2010**

CONTENT AREA	NUMBER	AVERAGE GPA
Elementary Education	13	3.40
Mathematics Education	2	3.04



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Biology Education	3	3.35

Number of Candidates Hired By August 2010

CONTENT AREA	Graduates	Number Placed
Elementary Education	13	11
Mathematics Education	2	2
Biology Education	3	* 2

*Note: Candidate is not seeking employment at the present time.



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Glossary of Educational Terms

FTCE The Florida Teacher Competency Exams are series of three tests; General Knowledge, Subject Area and Professional Educators Exam that are required for the Teacher Education Program and required for licensure by the Florida Department of Education.

General Knowledge Test The test consists of four parts; Math, Reading, English, and Essay, and is required for admission to the Education Baccalaureate Programs. The GK is the first in a series of three tests required for licensure by the Florida Department of Education, Bureau of Teacher Certification.

Subject Area Test A test in a candidate's content area that is required for licensure by the Florida Department of Education, Bureau of Teacher Certification.

Professional Educator Exam A test that assesses a candidate's knowledge of the Florida Professional Code of Conduct and Ethics and is required for licensure by the Florida Department of Education, Bureau of Teacher Certification.

Teacher Candidate A candidate is the term used to identify an education student that is majoring in any education content area.

NESINC Educational testing service that administers the various tests required for licensure by the Florida Department of Education, Bureau of Teacher Certification.

Program Completers Program Completers are those education candidates that have met all requirements for graduation for an education degree at Edison State College.

Mentor Teacher CoOP This is the mentoring program that provides supervision for teacher candidates throughout their field experiences at Edison State College.

Faculty Steward A faculty member assigned to a learning community. The role of the faculty steward is to provide leadership and guidance to the learning community during their educational experience at Edison State College.

NCATE The National Council for Accreditation of Teacher Education is the agency that establishes professional standards and accredits Schools of Education.

Title II This required annual report is made to the Florida Department of Education and documents the number of program completers in each teacher preparation institution.

Teacher Education Program This is the program to which candidates apply during the teacher education preparation process. Candidates usually apply during the sophomore year.



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Student Teaching Program This is the second program to which candidates apply during the teacher education preparation process. Candidates usually apply during the junior year.

Teacher Education Review Committee The TERC is a college committee that provides direction for the teacher education program and assesses candidate requirements for admission at various benchmarks throughout the teacher preparation program.



APPENDIX B

SCE 4940: Final Internship Portfolio Rubric

by Edison State College School of Education

SCE 4940: Final Internship Portfolio Rubric

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
Artifacts (1, 25%)	The portfolio contains twelve teaching and learning artifacts. At least five of the artifacts are Sunshine State Standards-based lesson plans. The artifacts demonstrate an exceptional attention to meeting the criteria of the intended FEAPs.	The portfolio contains twelve teaching and learning artifacts. At least five of the artifacts are Sunshine State Standards-based lesson plans. The artifacts demonstrate adequate attention to meeting the criteria of the intended FEAPs.	The portfolio contains less than twelve teaching and learning artifacts and/or the some of the artifacts suggest somewhat poor planning or lack of attention to meeting the criteria of the intended FEAPs. There is less than five Sunshine State Standards-based lesson plans.	The portfolio contains less than ten teaching and learning artifacts and/or the artifacts suggest inadequate planning, complete disregard for/no understanding of meeting the criteria of the intended FEAPs. There is less than three Sunshine State Standards-based lesson plans.
Abstract and Reflection (1, 25%)	The teacher candidate's reflections about the artifacts indicate purpose and growth in both the candidate and the final internship students. The insight demonstrated by the teacher candidate shows an exceptional understanding of standards-based practices.	The teacher candidate's reflections about the artifacts indicate purpose and growth in both the candidate and the field experience students. The insight demonstrated by the teacher candidate shows sufficient understanding of standards-based practices.	The teacher candidate's reflections about the artifacts meet the length requirement. The teacher candidate has a vague understanding of the purpose of the lessons taught. The insight demonstrated by the teacher candidate shows a somewhat limited understanding of standards-based	The teacher candidate's reflections about the artifacts do not meet the length requirement. There is no discussion of the purpose of the activities, or whether or not the students demonstrate growth. The teacher candidate has an inadequate understanding of standards-based

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			practices.	practices.
Organization and Use of Technology (1, 25%)	The portfolio has a professional appearance and is user-friendly. The use of technology is engaging and piques interest through a visually stimulating format. The teacher candidate makes the most out of the technology to highlight the final internship accomplishments.	The portfolio has a professional appearance and is user-friendly. The teacher candidate uses an adequate amount of technology to highlight the final internship accomplishments.	The portfolio is organized and readable, but not quite ready for professional use. Technology is not used to its fullest potential to highlight the final internship accomplishments.	The portfolio is amateur in appearance and not user-friendly. The use of technology is rudimentary and/or the final product does not showcase the teacher candidate's accomplishments.
Grammar and Mechanics (1, 25%)	The one-page abstracts abide by the format guidelines and the use of Standard English grammar and mechanics is nearly flawless.	The one-page abstracts abide by the format guidelines and the use of Standard English grammar and mechanics has few errors that do not obscure the intent of the project.	The one-page abstracts deviate somewhat from the format guidelines and/or there are several grammatical and mechanical errors that somewhat obscure the intent of the project.	The one-page abstracts have no discernible organizational structure and/or are riddled with grammatical and mechanical errors that completely obscure the intent of the project.

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Aggregated Student Performance Data

Rubric: SCE 4940: Final Internship Portfolio Rubric

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Artifacts	3	0	0	0	4.00	4	0.00
Abstract and Reflection	2	1	0	0	3.67	4	0.47
Organization and Use of Technology	2	1	0	0	3.67	4	0.47



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