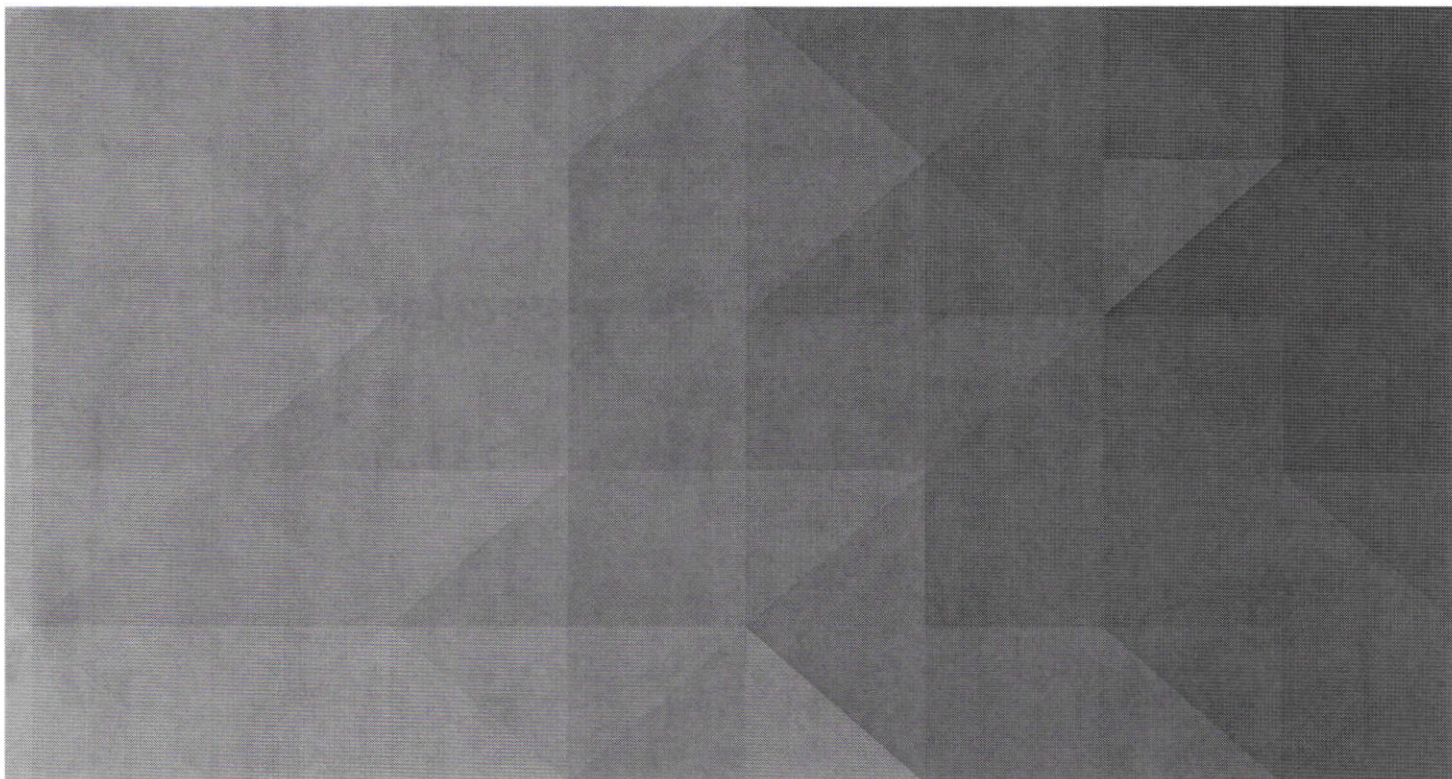


eIPEP



# TITLE II ITP REPORT

Printed: 3/23/2018

## CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

Salutation	Dr.
First Name	Larry
Last Name	Miller
Phone Number	239-489-9319
Email Address	Larry.Miller@fsw.edu

## TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant?	No
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Award year	N/A
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Grantee Name	N/A
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Project Name	N/A
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Grant Number	N/A
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List Partner Districts/LEAs	N/A
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List Other Partners	N/A
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Project Type	N/A
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## ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
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If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply.	State
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Please specify other organization(s) that approved or accredited your programs.	N/A
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## SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	160
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Average number of clock hours required for student teaching	560
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Average number of clock hours required for mentoring/induction support	30
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Number of full-time equivalent faculty in supervised clinical experience during this	4
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academic year	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	6
Number of students in supervised clinical experience during this academic year	313
Please provide any additional information about or descriptions of the supervised clinical experiences	The number of students in supervised clinical experiences (N=313) includes students who took at least one "Foundations" course as part of the sequenced program of study in 2016-2017. These "Foundations" courses include 15 hours of supervised, student-led teaching. Faculty teaching the practicum and internship courses are directly involved in mentoring teacher candidates as well as mentoring the k-12 teachers supervising the interns. Data is triangulated from the faculty, mentor teacher and student evaluations to determine student and program strengths and weaknesses. This data is provided to the faculty during the Data Annual Review Event (D.A.R.E).

## ADMISSION REQUIREMENTS

Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Junior Year
Please provide any additional information about formal admission requirements.	Applicants must have a 2.5 or higher, completed their AA and have taken required state exams and pre-requisite courses. Additionally, the School of Education admits students under the 10% waiver rule in accordance with Waiver: Section 6A-5.066(3)(f), FAC
Does your institution conditionally admit students to state-approved teacher preparation programs?	Yes
Provide a link to your website where additional information about admissions requirements can be found	<a href="http://www.fsw.edu/soe/admissions">http://www.fsw.edu/soe/admissions</a>
Please provide any additional information about or exceptions to the admissions information provided above.	Prospective students that do not meet the minimum admissions requirement can petition for admission through the School of Education Appeals process

## UNDERGRADUATE REQUIREMENTS

Transcript - Entry	Yes
Transcript - Exit	Yes
Fingerprint Check - Entry	Yes
Fingerprint Check - Exit	No
Background Check - Entry	Yes
Background Check - Exit	No
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	Yes
Minimum number of courses/credits/semester	Yes



hours completed - Undergraduate - Exit	
Minimum Undergraduate GPA - Entry	Yes
Minimum Undergraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Entry	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	Yes
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	Yes
Minimum Basic Skills Test Score - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	No
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	No
Essay or Personal Statement - Exit	No
Interview - Entry	No
Interview - Exit	Yes
Other - Entry	No
Other - Exit	Yes
Please specify other entry and/or exit undergraduate admission requirements.	Teacher candidates must pass the Professional Educator's Exam before exiting the program.
What is the minimum GPA required for admission into the program?	2.5
What is the median GPA of individuals accepted into the program in this academic year?	3.15



What is the minimum GPA required for completing the program?	2.5
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What was the median GPA of individuals completing the program in this academic year?	3.50
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## POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program?	
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If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	No
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Transcript - PostGraduate - Entry	No
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Transcript - PostGraduate - Exit	No
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Fingerprint Check - PostGraduate - Entry	No
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Fingerprint Check - PostGraduate - Exit	No
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Background Check - PostGraduate - Entry	No
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Background Check - PostGraduate - Exit	No
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Minimum number of courses/credits/semester hours completed - PostGraduate - Entry	No
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Minimum number of courses/credits/semester hours completed - PostGraduate - Exit	No
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Minimum Postgraduate GPA - Entry	No
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Minimum Postgraduate GPA - Exit	No
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Minimum GPA in Content Area Coursework - PostGraduate - Entry	No
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Minimum GPA in Content Area Coursework - PostGraduate - Exit	No
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Minimum GPA in Professional Education Coursework - PostGraduate - Entry	No
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Minimum GPA in Professional Education Coursework - PostGraduate - Exit	No
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Minimum ACT Score - PostGraduate - Entry	No
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Minimum ACT Score - PostGraduate - Exit	No
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Minimum SAT Score - PostGraduate - Entry	No
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Minimum SAT Score - PostGraduate - Exit	No
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Minimum Basic Skills Test Score - PostGraduate - Entry	No
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Minimum Basic Skills Test Score - PostGraduate - Exit	No
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Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Entry	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Exit	No
Recommendation(s) - PostGraduate - Entry	No
Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	No
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	No
Other - Exit	No
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	N/A
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	n/a
What was the median GPA of individuals completing the program in this academic year?	N/A

## ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (2016-17)	N/A
Teacher Shortage Area: Mathematics Goal (2017-18)	N/A
Teacher Shortage Area: Mathematics Goal (2018-19)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2016-17)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2017-18)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2018-19)	N/A



Teacher Shortage Area: Mathematics  
Description of Strategies Used to Achieve Goal  
(2016-17) N/A

Teacher Shortage Area: Mathematics  
Description of Strategies Used to Achieve Goal  
(2017-18) N/A

Teacher Shortage Area: Mathematics  
Description of Strategies Used to Achieve Goal  
(2018-19) N/A

Teacher Shortage Area: Mathematics  
Description of Steps to Improve Performance  
in Meeting Goal or Lessons Learned in Meeting  
Goal (2016-17) N/A

Teacher Shortage Area: Mathematics  
Description of Steps to Improve Performance  
in Meeting Goal or Lessons Learned in Meeting  
Goal (2017-18) N/A

Teacher Shortage Area: Mathematics  
Description of Steps to Improve Performance  
in Meeting Goal or Lessons Learned in Meeting  
Goal (2018-19) N/A

Teacher Shortage Area: Mathematics Provide  
any additional comments, exceptions and  
explanations. N/A

Teacher Shortage Area: Science Goal (2016-  
17) N/A

Teacher Shortage Area: Science Goal (2017-  
18) N/A

Teacher Shortage Area: Science Goal (2018-  
19) N/A

Teacher Shortage Area: Science Goal Met?  
(2016-17) N/A

Teacher Shortage Area: Science Goal Met?  
(2017-18) N/A

Teacher Shortage Area: Science Goal Met?  
(2018-19) N/A

Teacher Shortage Area: Science Description of  
Strategies Used to Achieve Goal (2016-17) N/A

Teacher Shortage Area: Science Description of  
Strategies Used to Achieve Goal (2017-18) N/A

Teacher Shortage Area: Science Description of  
Strategies Used to Achieve Goal (2018-19) N/A

Teacher Shortage Area: Science Description of  
Steps to Improve Performance in Meeting Goal  
or Lessons Learned in Meeting Goal (2016-17) N/A

Teacher Shortage Area: Science Description of  
Steps to Improve Performance in Meeting Goal  
or Lessons Learned in Meeting Goal (2017-18) N/A



Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	N/A
Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Special Education Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Goal (2018-19)	N/A
Teacher Shortage Area: Special Education Goal Met? (2016-17)	N/A
Teacher Shortage Area: Special Education Goal Met? (2017-18)	N/A
Teacher Shortage Area: Special Education Goal Met? (2018-19)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2018-19)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	N/A
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2016-17)	It is our at Florida SouthWestern State College (FSW) to increase the number of ESOL endorsements achieved by teacher candidates in all our programs.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2017-18)	Implemented exit interviews to ensure all teacher candidates mastered these skills. 100% of students earn the ESOL endorsement and pass the exit interview and demonstrate mastery of the skills.



Teacher Shortage Area: Instruction of limited English proficient students Goal (2018-19)	Teacher candidates will receive a passing score (75% or higher) on ESOL Exit interview.
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2016-17)	Yes
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2017-18)	Yes
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2018-19)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2016-17)	In 2016-2017, in addition to our continuation of the above strategies in the School of Education, we have added the following: 1) The dean in the School of Education has begun hosting regularly scheduled lunches with students in our lower division courses to discuss opportunities for majoring in Education at FSW and has given presentations to the Cornerstone Experience Classes (SLS1515) each term. 2) We have created a course "shell" in Canvas for our lower division students who needed a better method for receiving information about admission requirements into the programs. FSW School of Education will continue to develop its partnership with Collier County Schools with a shared mission of improving instruction of limited English proficient students in our region. To meet this goal, we will 1) collaboratively seek grant funding to support the education of paraprofessional educators and 2) integrate the goal of increases in teachers of ELLs through our "PD Schools" initiative, an effort to designate local schools to host our teacher candidates during their practicum and internship experiences. Finally, we will conduct a study of ESOL Endorsements in the FSW SoE to identify an appropriate increase rate going forward.
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2017-18)	In 2017-2018, in each of our classes where ESOL strategies are taught, aligned quizzes are embedded, allowing for both formative and summative assessment data to be collected and analyzed.
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2018-19)	Teacher candidates will complete ESOL corner quizzes and each ESOL infused course
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	In 2016-2017, in addition to our continuation of the above strategies in the School of Education, we have added the following: 1) The dean in the School of Education has begun hosting regularly scheduled lunches with students in our lower division courses to discuss opportunities for majoring in Education at FSW and has given presentations to the Cornerstone Experience Classes (SLS1515) each term. 2) We have created a course "shell" in Canvas for our lower division students who needed a better method for receiving information about admission requirements into the programs. FSW School of Education will continue to develop its partnership with Collier County Schools with a shared mission of improving instruction of limited English proficient students in our region. To meet this goal, we will 1) collaboratively seek grant funding to support the education of paraprofessional educators and 2) integrate the goal of increases in teachers of ELLs through our "PD Schools" initiative, an effort to designate local schools to host our teacher candidates during their practicum and internship experiences. Finally, we will conduct a study of ESOL Endorsements in the FSW SoE to identify an appropriate increase rate going forward.
Teacher Shortage Area: Instruction of limited	In 2017-2018, in each of our classes where ESOL strategies are



English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	taught, aligned quizzes are embedded, allowing for both formative and summative assessment data to be collected and analyzed.
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	1- ESOL Coordinator will distribute ESOL Corner content and information to Faculty teaching ESOL Infused courses. 2- Faculty will share content and concepts from ESOL corner and topics for ESOL quizzes. 3- Teacher Candidates will pass the ESOL Corner quiz with a 75% or higher score.
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	FSW graduates receive an endorsement in ELL instruction; therefore, our goal is to increase the Elementary Education program enrollment by 5% for 2018-19.

## ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
General education teachers receive training in providing instruction to students with disabilities.	Yes
General education teachers receive training in providing instruction to limited English proficient students.	Yes
General education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	Teacher candidate knowledge of diverse student populations is met through careful field experience placement system developed by our field experience faculty and Field Experience Coordinator. There is much variance in populations across our five-county region; therefore, we make sure that teacher candidates are placed in environments that require them to instruct students with disabilities in inclusive settings as well as to instruct culturally and linguistically diverse students.
Please provide any additional information that describes the teacher preparation program(s) at your institution. The U.S. Department of Education is especially interested in any	Students that graduate from the Elementary Education program are eligible for both Reading and ESOL endorsements, ensuring their status of highly qualified teachers upon graduation. Additionally, all FSW graduates have taken and passed all Florida Teacher Certification Exams (FCTE). Upon graduation they are immediately employable. FSW consistently exceeds the state average of ITP completers employed in Florida public schools. An Annual Data Report is



evaluation plans or interim or final reports that may be available.

compiled and shared with all key stakeholders on an annual basis. Data from this report is used for program improvement. Qualitative and quantitative data are captured and reported at three levels: candidate, program and unit. These data is utilized to inform program changes and to ensure consistent program improvement.