

NCATE

INSTITUTIONAL REPORT

(Narrative Only)

Continuing Visit

Continuous Improvement Pathway

UNIVERSITY OF SOUTH FLORIDA

ST. PETERSBURG

140 Seventh Avenue South

COQ 201

Saint Petersburg, FL 33701-5016

November 16-18, 2014

Type of Visit:

Continuing visit - Initial Teacher Preparation

Continuing visit - Advanced Preparation

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious).

The University of South Florida St. Petersburg (USFSP) is known for its small college atmosphere with the benefits of being part of a university system with a national reputation for advanced scholarship. As part of the higher education community of Tampa Bay, USFSP serves students primarily from Pinellas County and Pasco/Hernando Counties in collaboration with Pasco-Hernando State College (PHSC, formerly Pasco-Hernando Community College). Candidates come from a seven county area, and with the addition of its first resident hall in 2006, from all over the country and the world.

As its mission, the institution upholds the following: USFSP offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close knit, student-centered learning community that welcomes individuals from the region, state, nation, and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USFSP retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

In 2001, the Florida Legislature passed legislation directing USFSP to pursue separate accreditation from its former parent university, the University of South Florida. That process commenced and resulted in separate accreditation by the Southern Association of Colleges and Schools in Spring 2006 with reaffirmation in 2011. Having begun as a branch campus in 1965, USFSP has grown from 257 students to nearly 7,000, and the number of full-time faculty members has leapt from four to 151. The university offers 23 undergraduate degrees and 17 graduate degrees.

In 2003, as it continued to move towards separate accreditation, USFSP created its own administrative structure with the appointment of a regional chancellor, as chief academic officer for the institution, and founding deans for each of the three academic Colleges at USFSP: Education, Business, and Arts and Sciences. Within this structure, USFSP developed its own Faculty Senate, Undergraduate Council, and Graduate Council and began to develop and control its own programs, while continuing to offer the programs developed at USF Tampa. The current organizational chart reflects that structure. USFSP is also fiscally autonomous with autonomy over personnel decisions and tenure and promotion, while remaining part of the USF system.

USFSP has defined its own mission, vision and goals, creating a governance structure, and achieving separate institutional accreditation by SACSOC and national accreditation for its professional programs in Business (AACSB) and Education (NCATE). In 2011, USFSP earned the highly competitive Carnegie Community Engagement Classification, another measure of its strong emphasis on service to the community and those it serves. The institution is rich in history and, at the same time, still at its beginnings.

Data for this report spans 2011–2012 with more recent data provided to demonstrate Unit changes. This is the most recent year for which the state provides a complete set of data to complement that collected and provided by the Unit.

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators.

The College of Education serves as the sole professional education Unit at the university. USFSP faculty is involved in developing the philosophy and program of study for the Unit. Through a collaborative visioning process, faculty identified the knowledge bases important to its programs, as well as the mission. With state and national professional standards in mind, as well as the Florida Educator Accomplished Practices (FEAPs), faculty came to consensus and developed the candidate and leadership learning outcomes. In collaboration with its community partners in the schools, the faculty continues refining the programs it offers through an emphasis on candidate learning outcomes and the assessment system designed around them for analysis and decision-making. As a result, the Unit's programs reflect continuous improvement, are regionally responsive, and are designed to meet the needs of every child in the areas they serve.

As its mission, the College seeks to prepare exemplary teachers and school leaders for roles in a diverse and changing society. The college offers graduate and undergraduate programs recognized for accomplishing defined learning outcomes, supported by a foundation of applied research, and dedicated to meeting the needs of the diverse communities it serves. In pursuit of this mission, faculty are guided by a respect for evidence, the pursuit of scholarship, and the ethics of community responsibility.

The Unit has 22 full-time faculty, including the leadership of the Dean and Associate Dean. In Spring of 2014, there were 182 candidates enrolled in the Unit's undergraduate programs and 172 in its graduate programs. In addition to offering programs at USFSP's campus in St. Petersburg, the College also offers the Educational Leadership master's program and the Elementary Education bachelors program to candidates at PHSC in New Port Richey, Florida, approximately 60 miles north of the St. Petersburg campus.

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals.

The USFSP College of Education is committed to the education of all children. Its undergraduate degree program, the Bachelors of Science in Education (BXE), leads to certification in both general and special education, as well as endorsements in ESOL and Reading. With the BXE, the College offers one minor in education (Professional Training Option) and eleven graduate programs. Two programs, BXE and Master's in Educational Leadership are also offered at PHSC. Programs not leading to certification do not require state approval.

The Unit offers:

Initial Teacher Preparation:

- BXE. State approval through 2015.
- MA Elementary Education and ESOL (Dual Track). State approval through 2015.
- MAT Exceptional Student Education. State approval through 2015. This program is scheduled for termination when the last candidates graduate Fall 2014.
- PTO Minor. State approval through 2015.

Advanced Preparation:

- Educational Leadership Track to Certification-only program. State approved through 2015.
- M.Ed. Educational Leadership Development. State approval through 2015.
- MA Elementary Education – Math & Science Emphasis. Non-certification program.
- MA Elementary Education – Curriculum & Literacy. Non-certification program.
- MA English Education. Non-certification program.
- MA Exceptional Student Education. Non-certification program.
- MA Reading Education (K-12). State approval through 2015.
- MS Middle Grades Science, Technology, Engineering & Mathematics (STEM) Education. Non-certification program; begun Summer 2012.
- Graduate Certificate in Middle Grades Digitally Enhanced Mathematics. Non-certification program; begun Summer 2010.

Beginning in Summer 2014, the Unit will offer a certificate in Early Childhood and Family Studies, providing early childhood paraprofessional and day care providers the knowledge and skills necessary to work with children birth to five years.

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions.

By providing excellent professional instruction in content and pedagogy within the context of social justice, the Unit enhances the educational experiences of the children of the Tampa Bay region and the schools our candidates serve. The programs and professional commitments of the USFSP College of Education are founded on an evidence-based perspective of knowledge in education. This knowledge base includes the scientific knowledge produced by academic disciplines and the wisdom of practice gained through service to students, parents, and community members. Three organizing themes detailed in the Curriculum Framework guide the Unit's programs: Knowledgeable Professionalism, Reflective Teaching, and Collaborative Leadership.

For competent educational professionals, the knowledge base comprises requisite knowledge in four domains: 1) knowledge of content, 2) knowledge and beliefs of learners and learning, 3) pedagogical content knowledge, skills, and beliefs, including the ability to use computer technology to support cognitively demanding instruction; and 4) general pedagogical knowledge, particularly pedagogy of the profession of teacher education (Borko & Putnam, 1996; Cochran-Smith & Zeichner, 2005; Cruickshank & Metcalf, 1990; Roy, Vanover, Fueyo, & Vahey, 2012; Shulman, 1987, 2004; Fueyo, Koorland, & Rasch, 2008; Wilkerson & Lang, 2007). Further, this knowledge base is conveyed within an environment that celebrates the diversity of our community and develops school professionals who engage in developmentally appropriate practice tailored to the needs of the vastly diverse group of learners who attend our local schools (Comer et al, 1996; Delpit, 1995, 2006; Eisner, 2004; Gilligan, 1993; Hollins & Oliver, 1999).

USFSP faculty are committed to assuring candidate performance that is inclusive for all students and demonstrates content-specific pedagogy while exhibiting a broad repertoire of teaching strategies and skills. The Unit's charge is to develop teachers and leaders who know the subjects they teach and are adept at instruction that crosses disciplines as required by the Florida Educator Accomplished Practices (FEAPs), Florida Principal Leadership Standards (FPLS), and, more recently, the introduction of the Florida Standards (similar to Common Core Standards).

Completers of the USFSP College of Education's programs are expected to have the knowledge, skills, and professional dispositions necessary to develop and adapt instruction to ensure all students learn. These expectations are informed by the FEAPs, FPLS, and Candidate Learning Outcomes.

The FEAPs are Florida's core standards for effective educators providing valuable guidance to Florida's public school educators and educator preparation programs on what educators are expected know and be able to do. The Educator Accomplished Practices are based upon three foundational principles. Those principles focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The FPLS are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Candidate Learning Outcomes (CLOs) were developed by the faculty in the College of Education and in conversations with professional partners in the schools served by USFSP. The CLOs describe what the COE expects its candidates to accomplish as professional educators. The CLOs represent the student learning outcomes expected of all programs in an institution regionally accredited by SACSOC and by the Florida Board of Governors for all programs in the Florida State University System.

Excellent educational professionals constantly learn from their efforts, challenging themselves to improve their educational practices. By reflecting on their work and evaluating the impact of their behavior on others, both individually and in collaboration, committed educational professionals become responsive to the unique educational and emotional needs of each individual student (LaBoskey, 1993; Pollard & Tann, 1987; Ross, Bondy, & Kyle, 1993; Tomlinson, 2000). Reflective teaching is a basic tenet of instruction at USFSP.

Knowledgeable professionalism and a commitment to students' welfare, as well as to the families and communities the teacher leaders serve, are all foundations of teacher leadership. In their study of teacher leadership, Lieberman and her colleagues (Lieberman & Miller, 2004) identify four domains of skill and expertise: 1) teacher as researcher, 2) teacher as professional, 3) teacher as curriculum and instructional leader, and 4) teacher as ethical decision-maker.

In addition to the development of teacher leadership among its leadership candidates, the Unit is committed to preparing collaborative and ethical school leaders. This preparation takes into account three major areas: 1) the role of the instructional leader as change agent, 2) collaborative educational leadership, and 3) instructional leadership guided by ethical reasoning and behavior.

Through teaching knowledgeable professionalism, collaborative leadership, and reflective practice, Unit faculty are creating educational leaders capable of meeting the challenges and opportunities of a diverse and changing world.

I.5 Exhibits for Overview Available Upon Request

II. Unit Standards and Movement Toward Target

Movement Toward Target

Please indicate the standard(s) on which the unit selected to demonstrate movement toward target:

	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Assessment System and Unit Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Field Experiences and Clinical Practice	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard 5: Faculty Qualifications, Performance, and Development	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Governance and Resources	<input type="checkbox"/>	<input type="checkbox"/>

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Candidate Knowledge, Skills, and Professional Dispositions

What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results.

The Florida Department of Education (FLDOE) adopted new professional standards for preservice and inservice teachers and administrators in 2010. The standards for teachers included revised Florida Educator Accomplished Practices (FEAPs), English as a Second or Other Language Competencies (ESOL), Reading Endorsement Competencies, and Florida Principal Leadership Standards (FPLS). The FLDOE required units to revise all initial and advanced teacher and administrator preparation programs to align with the new state standards and demonstrate candidate proficiencies at the course and internship levels via electronic evidences. Consequently, the Unit made significant changes to its Assessment System and course requirements since the 2009 NCATE visit. Details of the Unit's assessment system and changes that occurred to realign program matrices to the new FEAPs and other state standards are discussed in Standard 2.

Candidates preparing to work in schools as teachers and other school professionals demonstrate content knowledge through the Florida Teacher Certification Exam (FTCE, General Knowledge Test), Subject Area Tests (Reading K-12 for Reading Education Masters), and Professional Exams (FELE, Florida Educational Leadership Exam for Educational Leadership program) required by the FLDOE. Candidates in all programs have 100% passing rate on these assessments, a graduation requirement.

Prior to Summer 2013, candidates in initial teaching certification programs demonstrated their knowledge of state, professional, and Unit standards by adding artifacts from their program coursework to their individual candidate portfolio's in the Unit's assessment system, the Collaborative Digital Network (CDN). Candidates accompanied the artifacts with reflections describing how the artifacts demonstrated their knowledge and understanding of a particular FEAP/ESOL standard and describing how the artifacts showed their work with K-12 students. Candidates selected artifacts, including lesson and unit plans, case studies, action research reports, and other types of class assignments that applied to each FEAP/ESOL cluster of standards. Using a three-point scale, Unit faculty scored each candidate's submission. A rating of Fulfilled, the highest level of assessment, was required on each of the 12 FEAPs and 5 ESOL cluster standards in order to complete their degree program for a 100% passing rate.

In 2012, Unit faculty and the College leadership reviewed and realigned program matrices for initial and advanced teacher education programs with the new state standards, identified key assessments, and developed a new assessment system, FolioData (see Standard 2).

Key assignments uploaded into FolioData are both formative and summative. The new matrices (alignment of critical assignments and guiding standards) and new assessment system were approved by FLDOE and implemented in Fall 2013. As a result, the Unit has limited data related to the new assessment system at this time. The Unit's Reading Endorsement Matrix was also approved in Fall 2013. Reading benchmarks and standards are embedded in initial certification programs, the Professional Training Option (PTO, minor in education for secondary students), and the Reading MA.

Candidates in initial teacher certification programs are evaluated at four transition points (gates):

1. admission to the program
2. entry to the Unit assessment system
3. admission to the final internship
4. exit/graduation

The Unit's Bachelor of Science in Education (BXE) is unique in the state of Florida. Faculty from all program areas collaborated to develop this undergraduate program and its assessments. Candidates in the BXE program, the Master's in Elementary Education with ESOL Endorsement (Dual Track), the MAT in Exceptional Student Education (ESE), and the Reading Education program with initial certification option are also evaluated at these same four points. The initial teaching certification option of the Reading MA was terminated as the last candidate graduated Fall 2012.

Beginning with the second gate, data is assessed at 3 Tiers: Tier 1 (CDN/FolioData Registration Admission and First Course), Tier 2 (Before Final Internship), and Tier 3 (Before Graduation) with each candidate fulfilling all requirements before graduation. See Exhibit 1.4.d.

A teacher work sample (TWS) is required as a culminating activity for all initial certification candidates. The TWS comprises a comprehensive two-week plan and accompanying assessments developed by each candidate. In the final internships, candidates implement their standards-based instructional unit, assessing the impact of their interventions on the K-12 student's learning. Candidates must assess the context of the learning environment, create learning goals that align with the Sunshine State Standards/Common Core Curriculum, design instruction, create an assessment plan, deliver instruction, and reflect on the learners' and the candidate's own performances. The TWS process impresses upon the candidates the connection between teaching and learning and the importance of instructional decision making in an authentic classroom environment. Unit candidates have a 100 % success rate on measures of their impact on student learning.

Candidates in the ESE MAT program, in addition to the CDN/FolioData requirement, complete an exit Portfolio including an action research project and paper. The Portfolio is the major evaluation for the ESE MAT and also the ESE MA program (begun in Spring 2012). See exhibit 1.4.1, EDG 6947 Syllabus for action research paper and Portfolio rubrics (pages 14 and 17 – 18,

respectively). The pass rate for the Action Research and Portfolio was 100% in Spring 2011 (n = 5), 67% in Spring 2012 (n = 3), 75% in Fall 2012 (n = 8), 100% in Spring 2013 (n = 5), and 100% in Fall 2013 (n = 6). The last MAT candidates were admitted to the program in Summer 2012 and should all graduate by Fall 2014, at which time the program will be terminated. The Unit will continue to offer the MA in ESE.

Candidates in the Educational Leadership program engage in a field based practicum in the last course of the program. This ensures candidates practice the cognitive knowledge and demonstrate leadership skills appropriate for their roles as future leaders in schools. The Educational Leadership Development Program is 100% aligned to the Florida Principal Leadership Standards (FPLS) with 100% of Leadership Candidates passing the FELE. Leadership candidates must post a passing score on the FELE to complete the program. Program emphasis has evolved as the expectations for school leaders have changed. Leadership candidates engage in an authentic action research project addressing a real problem in the school where they teach. This project is conducted under the guidance of a school assistant principal or principal serving in the role of a mentor. When students engage in the summative analysis of the research, they design a technology-based poster of the study, which is presented at Gallery Walk, a USFSP research poster session for candidates in advanced programs.

During the Principalship course, leadership candidates are required to ascertain the demographics of their internship school. This information is used as candidates complete a leadership field experience related to diversity (EDA 6945). Also, leadership students are required to evaluate a school program and its effectiveness in meeting the needs of a diverse population of students. See Exhibit 3.4.e for Practicum Syllabus with new FPLS standards, Planned Program of Study, and Practicum Handbook.

Reading MA candidates demonstrate content and pedagogical knowledge through assignment submissions in the CDN Portfolio/FolioData, passing the Florida Content Area Exam in Reading, receiving a B or above in the Reading Practicum (RED 6846), and receiving an A for an action research project and paper. Candidates not receiving an A on their papers are required to pass a written comprehensive exam. To graduate, candidates must fulfill these requirements in addition to required coursework. The pass rate is 100% for program completers. The Practicum in Reading involves completing a case study of a student who experiences difficulty in reading. All courses include instruction in teaching ESOL students and working with students of diverse ethnic and linguistic backgrounds. For example, course RED 6656 introduces candidates to multicultural literature for children and young adults with a civic engagement component in partnership with the Florida Holocaust Museum.

The BXE, Dual Track, Reading, Math/Science Masters, and ESE MAT programs assess candidate dispositions. Initial teaching certification programs assess dispositions as part of the final internship assessment. On a scale of 0-3, with 3 being the highest possible score, all candidates in the final internship of the ESE MAT in 2011-2012 earned a 3 on the professional dispositions assessment. Reading MA candidates have a mid-program review and evaluation of dispositions based on the International Reading Association's professional dispositions for reading educators. In 2011, all candidates were acceptable for 6 IRA standards and one candidate was unacceptable for IRA 6.2.1. In 2012 and 2013 100% of candidates were acceptable. In

Math/Science Masters programs, 100% of candidates had acceptable dispositions, one in Fall 2011, 3 in Summer 2013. In the Educational Leadership program, candidates complete a self-evaluation of their professional dispositions in terms of emerging, bridging, and fulfilled with scores for each disposition ranging from 0-3. In Fall 2011, self-evaluations for individual dispositions ranged from 2.71 to 3.00.

Evidence from candidate assessment data indicate USFSP completers are prepared to be knowledgeable professionals, collaborative leaders and reflective practitioners focused on meeting the needs of all learners.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 1.2.b.

1.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Not Applicable

1.2.b Continuous Improvement

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

Continuous improvement is a cornerstone of all programs offered through the College of Education at USFSP. Since the last NCATE review, the faculty has engaged in numerous activities that have resulted in changes based on data that led to the improvement of program quality and candidate performance. Representative examples of activities and changes are noted below. Moreover, the College of Education is committed to enhancing and sustaining quality performance through the collection, analysis, and use of data for informed continuous improvement.

- Re-introduction of the ESE MA degree – Unit faculty in ESE received numerous inquiries from prospective candidates about options for a graduate degree beyond initial teacher certification in ESE. The special education faculty determined that a Master's degree in ESE offering practicing teachers a flexible program of study based on an applicant's previous degree, areas of interest, and experiences in the area of ESE would offer practicing teachers in exceptional student education a wider breadth of options while also earning a Master's degree in ESE. The program was re-introduced in Spring 2012.**

- Implementation of MA in Middle Grades STEM – The SUS Board of Governor's Strategic Plan includes middle grades mathematics and science education as well as technology education as critical need areas for the state of Florida. The MS in Middle Grades STEM education addresses the goals of the SUS Strategic Plan (increasing access to and production of degrees, meeting statewide professional and workforce needs, building world class academic programs and research capacity, and meeting community needs and fulfilling unique institutional responsibilities). The addition of this Master of Science degree program in Summer 2012 provides practicing middle grades mathematics teachers' access to innovative methods in the critical areas of mathematics, science, and technology with the goal of enhancing the achievement of middle school students in these subject areas.
- Development & re-design of online and face-to-face courses – Unit faculty collaborated with the USFSP Instructional Media Services (IMS) team to develop and/or re-designed courses using distance delivery to improve program quality. The IMS team uses the Quality Matters standards as a guide in course development and design. For example, in EDG 6481 Foundations of Educational Research, the instructor, in collaboration with IMS, developed videos for 15 lessons. The IMS team also assisted in re-designing RED 6658 Foundations and Application of Differentiated Reading Instruction, converting the course from face-to-face delivery to hybrid delivery. The faculty member worked with IMS to record lectures (using Panopto), record videos of students reading, and conduct an overall re-design of the course.
- Modification of the Unit assessment system – Based on new guiding standards from the state, a revised conceptual framework, and new assessment requirements, the Unit developed a new assessment system to assess candidates on guiding standards and data requirements. The Unit decided to build its own in-house system (FolioData) based on the criteria/design determined by Unit faculty and College administration. The new assessment system includes data and reports on not only assessment of candidates on guiding standards (candidate portfolios), but also other databases such as program matrices, candidates' state examination scores, internship placements, placement diversity, internship evaluations, professional disposition assessments, employer satisfaction survey results, graduate surveys, etc. The new assessment system has been in effect since Fall 2013. The FolioData Assessment System includes multiple internal and external assessment measures administered across the same four transition points used in the previous system. The Unit uses results from candidate assessments to evaluate and make improvements in the Unit and its programs, courses, teaching, and field and clinical experiences. Assessment data at multiple points with multiple indicators are regularly and systematically collected, compiled, aggregated, summarized, and analyzed. Data collected with FolioData are shared and used by multiple internal stakeholders; candidates, Unit faculty, administrators, internship office, internship supervisors, cooperating teachers, academic advising office, and assessment committee.
- Internship modifications – National trends and changes to state certification requirements have also influenced the content and delivery of clinical experiences. A national focus on Response to Intervention (RTI) and principles of Universal Design for Learning (UDL) are critical components of the Unit's BXE during all levels of internships. Several of the internship seminars have focused on these topics. School district experts in these areas were invited to present to the Unit interns. Implementation of the new FEAPs and the Common Core State

Standards (CCSS) also necessitated changes to the clinical experiences. These changes have included re-alignment of the evaluation forms used by the cooperating teachers and the university supervisors.

- Revision of rubrics to measure candidate dispositions (Reading and Math/Science) - Candidate disposition measures are regularly discussed and reported at the College of Education Assessment Committee meetings. For example, the Reading Program faculty reviewed different ways to assess dispositions and selected International Reading Association (IRA) Professional Standards to use as a measure of candidate dispositions. Faculty developed a rubric for these IRA dispositions to use for a mid-program review of all Reading Education candidates. The rubric was piloted for a year and then deemed an acceptable measure. It was implemented in 2011.
- Reading Education Master's Course Modifications – Faculty in the Reading Education Master's program reviewed and modified courses and assignments to align with the new FEAPs, Reading Endorsement standards, and CCSS. As part of this realignment, additional assignments, including lesson plans related to CCSS, were added to the Practicum in Reading in RED 6846. Candidates in this course conduct a case study of a K-12 student who is challenged in reading and writing development, and then work with the target student for one semester. All but one of the courses in the Reading Education Master's program now includes a field experience. RED 6544 - Cognition, Comprehension, and Content Literacy, the course without a formal field experience, requires candidates to model reading comprehension strategies for their classmates, as they acquire them, to ensure adequate practice. Two of the courses, RED 6656 - Trends in Literature in a Diverse Society and LAE 6315: Writing and Writers, Trends and Issues, now include community involvement components. In RED 6656, candidates complete a project in conjunction with the Florida Holocaust Museum in St. Petersburg. In LAE 6315 candidates complete a project "Writing about Art" in collaboration with the Salvador Dali Museum.

Plans for sustaining and enhancing performance through continuous improvement include the following:

- Advising initiatives – Advising initiatives have been added to existing levels of support for prospective, incoming, and current BXE (B.S. degree) students. In order to increase the number of first-attempt passing scores on the General Knowledge Test, the Unit funds GKT review sessions focusing on math content and test taking strategies. To increase first attempt passing rates on FCTE Professional and Subject Area exams, academic advisors collaborate with subject area experts and COE content faculty to research and promote print, web-based, and in-person FCTE review opportunities. Beginning with the Fall 2013 USF system-wide implementation of mid-term grades for 3000 level and below courses, BXE program advisors monitor and address candidate performance before final term grades are posted, thus increasing overall student performance and graduation rates. BXE advisors have joined forces with program faculty to deliver program and career-relevant information during orientation sessions, increasing the likelihood of a strong start and degree completion. To facilitate the regional BXE transfer students' acclimation to the upper level university experience, the USFSP program advisor hosts group information sessions supported by the COE Deans and full-time faculty. Beginning in 2012-2013, to support underperforming students, beginning in 2012-2013 the COE Associate

Dean assumed responsibility for an effort called Academic Renewal, resulting in an enhanced working relationship between the COE and Advising as well as increased student support.

- Assessment Committee Program Reviews – The Unit's Assessment Committee will continue to review programs and student progress and will make recommendations for ways to improve programs and student performance.

1.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000 characters]

The Assessment Committee, comprising representatives from the Unit's administration, the Unit accreditation coordinator, and all program areas within the Unit, conducted an analysis of how the conceptual framework is shared with students. Upon reviewing this information, the committee developed a list of suggestions for conveying knowledge of the conceptual framework. From the list, the following actions have been implemented:

- The College of Education printed posters that explicitly reflect the three strands of the conceptual framework. These posters are distributed and explained in depth to candidates as they enter the Level I internship.
- The Dean asked all faculty to add the conceptual framework to their syllabi.
- Conceptual framework posters are posted throughout the building housing the College of Education: the entrance to the administrative office suite, faculty office doors, bulletin boards, and classrooms.
- An online module was added to the first course, EDG4012 -Standards Based Education, to help students learn about the USFSP College of Education's Conceptual Framework.
- A discussion of the conceptual framework (CF) was added to adjunct orientations, faculty meetings each semester, Teacher Education Advisory Board agendas, and the Educational Leadership Advisory Board meetings.
- A discussion of the CF was also added to the first internship seminar.
- In the advanced programs, faculty include the conceptual framework in their syllabi, review it and highlight its importance during the first class sessions, and make clear connections to the CF's three strands throughout their courses and programs.

1.4 Exhibits for Standard 1 Available Upon Request

Standard 2. Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.1 Assessment System and Unit Evaluation

How does the unit use its assessment system to improve candidate performance, program quality and unit operations?

Since the 2009 NCATE visit, the Unit has made significant changes to its Assessment System. During 2010-2011, the Florida Department of Education (FLDOE) adopted new professional standards for pre-service and in-service teachers, counselors, and administrators. The standards for teachers included revised Florida Educator Accomplished Practices, ESOL & Reading Competencies and Florida Principal Leadership Standards and also specialty area standards such as Florida Teacher Certification Exam (FTCE) and Florida Educational Leadership Examination. In addition to the new standards, the FLDOE required units to revise all initial and advanced teacher and administrator preparation programs to align with the new state standards and demonstrate candidate proficiencies on competencies and standards at the course and internship levels. To respond to these new requirements, the following steps were taken.

Step 1: Revision of the Conceptual Framework

The Unit reviewed and revised the conceptual framework to include new research-based practices from the field, reflect expectations of public school partners, and strengthen the alignment with new professional standards. The revised conceptual framework articulates the core proficiency expectations and aligns with professional, state, and institutional standards (candidate learning outcomes). The elements articulated in the conceptual framework serve as a guide for refining and developing evaluation measures used in the new assessment system.

Step 2: Revision and Realignment of Program Curriculum Matrices and Assessment Instruments

During 2012, the USFSP College of Education faculty and administration reviewed and realigned program matrices for each initial and advanced teacher education program with the new state standards (FEAP, ESOL, FPLS, FTCE, Reading Competencies and FELE standards). Candidates' opportunities to learn and practice during coursework and internships were examined by realigning curriculum maps identifying the courses, internships, and learning experiences (critical key course activities/assignments) in which candidates develop the knowledge, skills, and dispositions found in the conceptual framework and the professional, state and institutional standards. Each program defined a set of comprehensive key assessments fully integrated within the curriculum. These instruments provide evidence of candidates' meeting the competencies outlined in the conceptual framework and guiding standards (Unit, state and professional). Key assessments include lesson plans, unit plans, case studies and teacher work sample or action research. Key assessments are both formative and summative. They may represent a culmination of efforts over the length of the particular course in which they are embedded or lay the groundwork for subsequent activities. The new matrices (alignment of critical assignments and guiding standards) were submitted to and approved by FLDOE for implementation Fall 2013.

Internship evaluation instruments and professional disposition assessment tools were revised to align with the new guiding standards by the internship office with guidance from the Unit's School Partnership Committee. Revision of Employer Satisfaction and Graduate Surveys conducted by FLDOE is now in progress to respond to the new guiding standards.

Step 3: Design and Implementation of a New Assessment System (FolioData)

With new guiding standards, a revised conceptual framework, and new assessment requirements, the Unit met at two faculty retreats to discuss the data elements and design of a new system to assess candidates on guiding standards and data requirements. Commercial systems were eliminated due to high cost and limited/no customization. The Unit decided to build its own system, FolioData, based on the criteria/design decided by Unit faculty and administration. The new assessment system includes data and reports on assessment of candidates on guiding standards (candidate portfolios) and other databases such as program matrices, candidate state examination scores, internship placements, placement diversity, internship evaluations, professional disposition assessments, employer satisfaction and graduate surveys. The new system was piloted Summer 2013 and minor changes made based on candidate suggestions. The new assessment system was fully implemented in Fall 2013.

Step 4: Candidate Orientation to Program Expectations, Guiding Standards and Assessment System

To orient candidates on program expectations, guiding standards and the assessment system, FolioData, the Unit developed a required course in each initial/advanced teacher education program [EDG 4012: Introduction to Standards-Based Education (for initial programs); EDG 6931: Technology and Data Analysis for School Leaders (for advanced programs)]. These courses inform students in detail about the assessment procedures during their first semester in their program.

The FolioData Assessment System includes multiple internal and external assessment measures administered across four transition points (gates) for both initial and advanced program candidates:

1. admission to the program
2. entry to Unit assessment system
3. admission to the final internship
4. exit/graduation

The assessment data collected by the Unit includes:

1. State Licensure examination assessments:
FTCE General Exam, FTCE Professional Exam, and FTCE subject area exams (FELE Exam for Educational Leadership).

2. Professional content-based assessment

Key assessments, developed and administered at the course level across the Unit and aligned with professional standards, are evaluated by faculty with the use of key assessment during both coursework and internship.

3. Assessment of planning

Teacher Work Sample

4. Assessment of professional dispositions

Professional Behavior Assessment submitted by cooperating teachers and university supervisors;
pre- and post- self-assessments by Educational Leadership candidates

5. Assessment on candidate's impact on student learning

Teacher Work Sample completed by candidates evaluated by university supervisors and FLDOE teacher (program completers) impact data; Action Research Project data for Educational Leadership candidates

6. Assessment of internship, practicum, or other clinical experience

Internship evaluations submitted by cooperating teachers and university supervisors

7. Assessment of program completers

Employer Satisfaction and Graduate surveys, Value-Added Model (VAM) Data from FLDOE

The Unit regularly reviews and uses the results from candidate assessments to evaluate and improve its programs, courses, teaching, and field and clinical experiences. Assessment data at multiple points with multiple indicators are regularly and systematically collected, compiled, aggregated, summarized, and analyzed. Data collected with FolioData is shared and used by multiple internal stakeholders: candidates, Unit faculty, administrators, internship office, internship supervisors, cooperating teachers, academic advising office, and assessment committee. Community members participating in the School Partnership Committee are presented with opportunities to review the Unit assessment system and provide feedback.

The assessment system and data are evaluated and analyzed by the Assessment Committee in the Fall and Spring and presented to the Unit faculty and advisory boards. There are reporting requirements for the State University System and the FLDOE. The accreditation coordinator, Unit head, assessment coordinator, coordinator of field experiences, and full-time faculty representatives in each of the Unit's undergraduate and graduate programs oversee the development of reports and evaluation of final internships and serve as the Unit's Assessment Committee. This committee meets according to a review-cycle calendar to systematically review all facets of the assessment system, analyze data, and recommend changes to the Unit or programs. The committee also reviews suggestions received from internal and external stakeholders. Reports and recommendations are shared with the program faculty through retreats and faculty meetings each semester and submitted to College Council for approval. Once approved, changes are then published on the Unit website and in student handbooks.

The Unit assessment system also supports and guides decision making about Unit operations and programs. While resource allocations at the university are determined based on academic unit needs, the Unit has been successful in using data to leverage additional support for its operations such as the Common Core Professional Training Modules and the ESOL Credential Course for faculty and adjuncts.

To maintain the integrity of the Assessment System and eliminate sources of bias, the Unit established policies and procedures to ensure fairness, accuracy, and consistency of measures.

All programs must:

a. use standard curriculum matrices (key content and assignments) to provide candidates the opportunity to learn the knowledge, skills, and dispositions being assessed

- b. require portfolio course (or part of a course) during the first semester to provide all candidates the opportunity to learn the expectations on the evaluation measures including scoring rubrics and administration
 - c. require all courses to provide specific assessment information to be included in the course and internship syllabus
 - d. ensure all assessors (full-time and part time faculty, internship supervisors, cooperating teachers and others) are trained on assessment tools
 - e. provide opportunities for the remediation of candidate failures
 - f. provide all candidates the right to file a grievance if they believe they were treated unfairly (university policy)
- Details are provided in 2.4.c.

The Unit head is responsible for maintaining any records of formal complaints and resolution. Records from all grievances filed are kept in the Dean's office.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 2.2.b.

2.2.a Standard on which the unit is moving to the target level

- ♣ **Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ **Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Not Applicable

2.2.b Continuous Improvement

- ♣ **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ♣ **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

Documenting changes based on data is an integral and required part of the USFSP Unit Assessment System. Even though the Unit assessment system has changed slightly due to changes on state standards, it is also important to mention that the system also evolved in response to candidates' needs. The following list displays a few notable examples of continuous improvement in the Unit.

Updates on Data System (Data Centralization)

In the past, collection, aggregation and disaggregation, analysis, and sharing of assessment data had varied across the Unit due to differences in data sources. These problems forced the Unit to have multiple locations (web services) for the data collection and reporting. While the basic

tenets of the system continued to be carried out, variation in timelines and methods of data collection prevented the full implementation of the assessment system as designed.

Since the last visit, data collection has been centralized. All assessment data and reports are now stored in one place, FolioData. Internal data (portfolio assessments, internship evaluations, candidate disposition data, internship placements, etc.) are now entered directly to the system. External data (state licensure exams, employer satisfaction and graduate surveys, etc.) are imported as they are made available. All the assessment data and reports are now accessed by the users of the assessment system (candidates, faculty, supervisors, cooperating teachers, etc.) with appropriate access level. Annual Assessment Data Summaries are now required from each program and reviewed by the leadership team, Assessment Committee, and coordinating committees annually. Trends in data are reviewed and recommendations are made to the Unit, departments and programs.

Updates to Portfolio Course

In order to ensure candidates' understanding of program expectations, current and updated guiding standards, and the structure, timelines and feedback loop of the new assessment system, the required portfolio course (course module for some programs) was updated and enhanced [EDG 4012: Introduction to Standards-Based Education (for initial programs); EDG 6931: Technology and Data Analysis for School Leaders (for advanced programs)]. The course provides clear information on the entire assessment process from the candidates' first step into their teacher education and leadership programs. This required course helps candidates create individual portfolio accounts, teaches them on how to access to their own data (portfolio, internship evaluations, etc.) and guides them through the submission of their first key assignment into FolioData.

Updates on Internship Placement Diversity Database

One of the most generally accepted and understood goals for teacher education institutions is the development of teachers capable of working with diverse student populations during field experiences. The Unit tracks each candidate on their field experiences and collects/analyzes data on diversity of field placements. The assessment coordinator exports FLDOE school demographics data from its official website. This data includes school information (name, address, principal, accreditation status, etc.), demographics (gender, ethnicity, free and reduced lunch rate, and percentages of ESE and ELL learners), and school state exam grades, such as FCAT scores, and imports to the Unit assessment system - FolioData. The data is then matched with candidate placements to create dynamic reports on candidate placements and placement diversity for each candidate. The FolioData indicates any problems with placement diversity to ensure appropriate corrective steps are taken. The reports are used as supporting documents for NCATE and FLDOE accreditation, in addition to decision making for program improvements.

With adjustments made to address the new standards and competencies for candidate learning, the Unit believes the FolioData will ensure easier monitoring of candidate performance and candidate experiences with diverse populations of P – 12 students. This will enable the Unit to support its candidates, refine its programs, and evaluate its overall service to candidates, the community, and P – 12 students in a continuous effort to sustain and enhance the quality and performance of its educator preparation programs.

2.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

AFI Text & Rationale

2a. The Unit does not ensure that all candidates understand the structure, timelines and feedback loop of the assessment system, sometimes resulting in candidates' lack of progression through the transition points, primarily exit from the program. During the interviews, several candidates and some faculty expressed concern about understanding the submission timelines and feedback processes for the CDN assessment system.

The previous assessment system evolved continuously as the Unit addressed the various concerns. Several steps were taken to strengthen the assessment system and enhance its value among faculty and candidates, including:

- Changes to the assessment procedures to help candidates experience greater success with first submissions.
- Rather than one evaluation point each semester, the Unit offered multiple evaluations in a semester
- A list of suggested key assessments for each program were created in an effort to help candidates make successful submissions

With the adoption of new state standards (FEAP, ESOL, and FPLS), the Unit's assessment system and procedures changed in more significant ways. The Unit adopted a new course-based assessment system, allowing all faculty to participate in ensuring candidate success. The new assessment system, FolioData, requires candidates to submit their key assignments during the course timeline and receive feedback and evaluations before the end of the semester. Candidates do not have to self-select key assignments for the portfolios. Key assignments are listed on course syllabi with clear instructions of where to submit each key assignment. These assessment system elements in the new system, FolioData, were all designed to address previous areas of concern and noted Areas for Improvement.

The new assessment system requires course instructors to evaluate key assignments for portfolio purposes with standard rubrics in addition to grading the assignment for course grade purposes. Failing a key assignment for course or portfolio purposes will result in failure of the course. Therefore, candidates are required to focus on key assignments more than in the past. The faculty and Assessment Committee recognized the need to help candidates be more successful on key assignments and established a communication process to encourage candidates. In order to help candidates and instructors ensure successful completion and submission of key assignments, scheduled emails are sent by the system administrator:

- Messages are sent to all teaching faculty at the beginning, midpoint and end of the semester encouraging them to remind candidates to submit key assessments into FolioData as the candidates completed them.
- Messages are sent to all candidates at the beginning, midpoint and end of the semester to remind them to submit key assessments to their portfolios.

- Messages are sent to all faculty/instructors at the beginning, midpoint and end of the semester to remind them to evaluate candidates' key assessments as the candidates submit them.

The portfolio course in which students are introduced to the assessment system was also redesigned [EDG 4012: Introduction to Standards-Based Education (for initial programs); EDG 6931: Technology and Data Analysis for School Leaders (for advanced programs)]. The course now includes a key assignment (common core lesson plan) that candidates are required to successfully submit during the course. This helps candidates understand how the system and its evaluation process works.

2.4 Exhibits for Standard 2 Available Upon Request

Standard 3. Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Field Experiences and Clinical Practice

How does the unit work with the school partners to deliver field experiences and clinical practice to enable candidates to develop the knowledge, skills, and professional dispositions to help all students learn?

The Unit recognizes the importance of working hand-in-hand with school district partners to prepare exemplary teachers for roles in a diverse and changing society. The Unit's goals continue to focus on the development of knowledgeable professionals, collaborative leaders and reflective practitioners focused on meeting the needs of all learners.

The Unit's partners in the design, delivery, and evaluation of its field and clinical experiences comprise teachers and administrators from the Pinellas, Pasco and Hernando school districts. University supervisors play a vital role and link to the schools. The relationship with Pinellas County and the process for placements are part of a formal MOU agreement forged with the Pinellas County School Board. The Unit also has affiliation agreements with the school districts of Pasco County and Hernando County.

The Unit collaborates with the Pinellas, Pasco, and Hernando school districts to ensure appropriate field placements for candidates in all programs. Different groups of partners collaborate in different aspects of field placements, but systems are in place for each. At the Unit level, the Teacher Education Advisory Board and the Educational Leadership Advisory Board provide guidance for overall field experiences. The respective advisory boards ensure the design of the field experiences reflects the instructional priorities and professional development opportunities of the participating school districts. The advisory boards comprise members of the Unit faculty, clinical faculty, and instructional and administrative personnel from the school districts. In addition, the Coordinator of Clinical Experiences for the initial teacher preparation (ITP) programs serves as the representative to district Intern Advisory Boards and on the Professional Development Advisory Board for Pinellas County School District. Faculty in the Advanced Graduate Programs also work closely with school system personnel in the development and implementation of program standards.

Initial Teacher Preparation (ITP)

The Unit's clinical experiences for ITP programs are managed by the Coordinator of Clinical Experiences and the Unit's Internship Office. The responsibilities of this office include: 1) management of the application process for all levels of practica and internship experiences, 2) coordination of placements in collaboration with district partners, 3) coordination, facilitation and instruction of intern seminar activities, 4) supervision and coordination of all university supervisors, and 5) implementation of approved university, state and national standards governing clinical experiences, including updates to forms, handbooks and assessment

requirements. In addition to serving as liaison with the Unit's school partners for clinical experiences, the coordinator works with districts to ensure cooperating teachers for the final student internships are experienced, qualified and meet the state guidelines. Each semester, the Coordinator conducts orientation meetings with university supervisors. These meetings serve the dual purposes of providing supervisors with updates/changes in standards and policies relating to clinical experiences and the opportunity for supervisors to provide the Coordinator with feedback and suggestions for change. It is the responsibility of each University Supervisor to provide an orientation for the cooperating teachers paired with their assigned interns.

Overview of Internship Experiences Undergraduate Program

In 2009, the College implemented the BXE program, including the program's first internship in Fall 2009. The program's internships are designed to develop candidates' knowledge, skills and dispositions and prepare them to become teaching professionals in both elementary education and exceptional student education. These internships comprise various types and levels of diverse experiences within university coursework and the internships and are designed to be developmental in nature. There are two part-time internships (2 days/week/semester) and a full time final internship:

Early Internship Experiences: The two main goals of the early internship experiences are 1) to orient the pre-service teacher to the profession (i.e., role of the public school, school operations, and teacher responsibilities); and 2) to facilitate the development of knowledge, skills and dispositions related to preparing candidates for instruction, presenting subject matter, managing student behavior, and performing other roles of the teacher.

The first internship is the K-5 Integrated Internship. It takes place in the elementary education classroom. This experience is two days per week for one semester with an emphasis on inclusion and RTI. The second internship is the 6-12 Integrated Internship and takes place in a secondary ESE classroom. The cooperating teacher must be a certified ESE teacher and have responsibilities related to case management for students with disabilities as candidates are expected to learn the roles and responsibilities of an ESE teacher, including the development of IEPs.

Final Integrated Internship: The capstone internship experience is full-time, one semester long, and five days per week. The internship experience's goal is to provide candidates with the opportunity to assume the roles and responsibilities of a classroom teacher; to demonstrate competence in the Florida Educator Accomplished Practices and applicable Florida-adopted subject area competencies; and to demonstrate the personal attributes and dispositions that reflect the Unit's Conceptual Framework. In order to demonstrate competency both as an ESE teacher and as a general elementary education teacher, this internship is divided into two parts. Part one of the internship is under the supervision of an ESE teacher, while the other part is under the supervision of a regular elementary education teacher.

Graduate Initial Preparation Programs

The graduate ITP programs are discipline-specific; therefore the placements are designed to meet the needs of candidates who chose to come into the teaching profession after receiving a degree

in another field. These programs typically require one early practica experience and a final full-time student teaching experience designed to meet the competencies of their degree programs. Occasionally, these candidates may already be teaching in their own classrooms. If so, their internship assignments are modified accordingly. In these cases, the Unit works closely with school building administrators to ensure that candidates meet the expectations of their degree programs as well as those of the participating school district.

Placement Processes

The Unit and each participating school district collaborate to ensure high quality internship experiences are afforded each candidate in the ITP programs. Placement procedures are established for the ways in which internship placements are made. The internship placement process for all candidates begins with the application process. Separate applications are required for each level of internship. The purpose of the applications is to ensure each candidate meets the criteria for entrance into that internship, as well as in finding a placement that meets the necessary requirements of the experience.

Procedures have also been established with Pinellas, Pasco and Hernando Counties for the ways that early internship placements are made. For Pinellas, Hernando and Pasco Counties, the early internship placements are made at the building level by the Unit's Coordinator of Clinical Experiences and her assistant. In the case of all three districts, the principal or his/her designee confirms the cooperating teacher's qualifications for and interest in accepting an intern. Lists of these early placements are provided to the district offices as they are finalized. ESOL placements for the ESOL practica are arranged directly with the schools by the Unit faculty member assigned to teach TSL 4941: ESOL Practicum.

In each district, final internship placements are coordinated through a district-wide office. For example, the Senior Professional Development Coordinator of the Pinellas County Schools receives the applications of all final interns, along with a list of placement requests from the Unit Coordinator of Clinical Experiences with grade levels, and, in some cases, the type of school or teacher needed for each intern. The district office finds and confirms the placements and then communicates these placements to the Unit Coordinator. A similar process is followed by each of the Unit's partner school districts with slight variations. For instance, in Pinellas County, final internship special education placements are made by the district through a cooperative arrangement with all institutions of higher education in the area and the Pinellas Special Education Internship Placement Committee. This committee is chaired by the Senior Professional Development Coordinator and includes the Liaison for ESE Choice for Pinellas County Schools.

Advanced USFSP College of Education Programs

In the case of the advanced teacher education programs and other school personnel programs, most practica experiences occur in the candidates' schools because these candidates are already certified and practicing teachers. The Coordinator of the Educational Leadership program monitors placements of program candidates to ensure diversity in both depth and breadth of administrative experiences. The Educational Leadership candidates are supervised by full time faculty during the Practicum course.

Other Field Experiences

In addition to supervised internship and clinical experiences, many courses/programs require a field experience or assignment. These experiences are designed to connect theory to practice within a particular course. These field experiences vary in scope and experiences provided. See Exhibit 3.4.h.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 3.2.b.

3.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Not Applicable

3.2.b Continuous Improvement

- ♣ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ♣ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

The Unit engages in a variety of activities to promote continuous improvement in its clinical experiences. Standard 2 describes the overall Assessment System for the College, including candidate entrance requirements, ongoing assessments (formative and summative), and exit requirements. Clinical experiences are a critical component of this electronic assessment system. Data collected on Clinical Experiences include Cooperating Teacher (CT) and University Supervisor (US) evaluations (pedagogical knowledge, content skills, professional dispositions) for each candidate at every level of internship. Candidates completing the final fulltime internship also use this system to document mastery of the Florida Educator Accomplished Practices (FEAPs) by uploading their completed TWS for evaluation. In addition, this system also houses the intern placement database which allows the Coordinator of Clinical Experiences to monitor placements for those candidates in the ITP programs to ensure a wide range of diverse placement experiences. These data are reviewed by the Unit faculty, the Assessment Committee, and members of the Teacher Educational Advisory Board in order to make decisions and changes. It is important to note the Unit assessment system underwent major revisions during the 2012-2013 academic year. During that time, the internship program piloted new summative evaluation forms and a new TWS rubric.

Specific Changes for Continuous Improvement

As described in the Conceptual Framework (CF), the Unit's goal is to prepare candidates who are knowledgeable professionals, reflective practitioners and collaborative leaders during both their course work and most importantly during their clinical experiences. After the 2009 NCATE accreditation visit, faculty realized the Unit's candidates were unable to clearly articulate an understanding of the Unit's CF, its philosophical framework. As part of the Unit's continuous improvement process, one of the first changes made to the internship program following the site visit was to incorporate an abbreviated version of the CF in all internship manuals. The three themes of the CF, knowledgeable professional, reflective practitioner, and collaborative leader, are also incorporated into the US trainings and intern seminars.

National trends and changes to state certification requirements influenced the content and delivery of the Unit's clinical experiences. A national focus on Response to Intervention (RTI) and principles of Universal Design for Learning (UDL) are critical components of the Unit's BXE during all levels of internship. These changes are equally important to the Unit's graduate programs. Several of the internship seminars have focused on these topics. School district experts in these areas were invited to present to the Unit's interns. Because the BXE program includes certification in Special Education, as well as Elementary Education, faculty in the ESE program felt it was important to offer a clinical experience opportunity related to "Transition" and partnered with a local business which employs individuals with disabilities, the Artistas Café, to provide a unique alternative practicum in a community business setting. Additionally, the implementation of the new FEAPs and the Common Core State Standards (CCSS) necessitated changes to the clinical experiences. These changes included re-aligning evaluation forms used by CTs and USs to the new standards.

Formal and informal feedback is also gathered from candidates, CTs, USs and district personnel in order to make informed decisions regarding clinical experiences. Summative and Formative evaluations are completed by both the interns' USs and CTs. Having both the CT and the US complete evaluations on each of the candidates provides the Unit with dual sources of data and allows the Unit to compare evaluation results between the two evaluators. In Spring 2013, these evaluations were re-aligned to the new FEAPs in order to provide the Unit with information related to candidates' mastery of these competencies. This data is reviewed by the Assessment Committee, the Intern Committee and the USs in order to identify trends or gaps that might exist related to knowledge and skills necessary for a successful beginning teacher. A recent review of this data revealed candidates had few opportunities to engage with the parents or families of their students. Therefore, a new Family Involvement Project (FIP) was suggested and implemented. Faculty and supervisors also reviewed the interns' TWS projects and found a need to tie the Contextual Factors component of the TWS to the other components of the project. Hence, there is more emphasis during the large group seminars and individual feedback meetings with supervisors on the relationship between the contextual factors in the TWS and other components. In addition, new assignments in the early internship experiences were created to provide more experiences in using classroom context and demographic information in the planning and delivery of instruction.

At the end of each semester, candidates at each internship level complete evaluation forms about their internships. These forms include evaluations of placements, internship experiences and USs. The CTs are asked to complete a feedback form and/or provide verbal feedback to US. The

USs meet with the Coordinator of Clinical Experiences at the beginning and/or end of every semester to review the data and recommend changes. This information is shared with Unit faculty and administrators through the Assessment Committee, as well as at general faculty meetings.

At the request of the Pinellas County School District Superintendent, the Unit partnered with Fairmount Park Elementary School, a struggling school with a high minority, low income population. The partnership is designed to enhance the field experience of candidates in the early stages of the program and provide a stable pool of volunteers to assist teachers in the schools' classrooms. Candidates volunteer from 15 to 60 hours during the semester at Fairmount Park.

Advanced programs review clinical practice data collected by faculty through both formative and summative assessments. This data includes mid-program checks on professional dispositions of candidates. Faculty and the Assessment Committee also review data pertaining to the action research projects (AR) of these candidates and implement changes to align with district standards and expectations. For instance, candidates in the Educational Leadership program now initiate a comprehensive action research plan beginning in EDG 6285: Curriculum Improvement. The research plan is implemented as part of the AR and concludes in the program's practicum course, giving the candidates the opportunity to collect and develop a plan based on one year of authentic school improvement data, exhibit 3.4.i.

Faculty in the Reading Education Master's program reviewed and modified courses and assignments to align with new FEAPs, Reading Endorsement standards, and CCSS. Additional assignments, including lesson plans related to CCSS, were added to the Practicum in Reading in RED 6846. Candidates in this course complete a case study of a K-12 student who is challenged in reading and writing development, working with the student for one semester. All but one of the courses in the Reading Education Master's program now requires a field experience. The course that does not, RED 6544 - Cognition, Comprehension, and Content Literacy, involves candidates in modeling and practicing reading comprehension strategies for their classmates as they are acquired. RED 6656 - Trends in Literature in a Diverse Society and LAE 6315 Writing and Writers, Trends and Issues, now require community involvement components. In RED 6656, candidates conduct a project in conjunction with the Florida Holocaust Museum in St. Petersburg. In LAE 6315 candidates conduct a project, "Writing about Art," in collaboration with the Salvador Dali Museum.

Exhibit 3.4.h highlights additional examples of data-informed decisions for clinical experiences.

Plans for Sustaining and Enhancing Clinical Experiences via Continuous Improvement

Plans for sustaining and enhancing performance are ongoing and evolving to meet the needs of candidates, program expectations, and changing state requirements. Providing authentic clinical experiences is an integral part of continuous improvement. Data will continue to be collected from all levels of internships on a regular basis and reviewed by the Coordinator of Clinical Experiences, the faculty, various advisory boards and USs.

Access to the new Assessment System is sometimes a challenge for CTs. Continued enhancements to the revised Unit Assessment System must include feedback from clinical faculty/USs and CTs. These individuals utilize the system for summative evaluations of the candidates, as well as evaluation of the TWS.

The Coordinator of Clinical Experiences and other key faculty members will continue to offer training to USs in areas related to CCSS and other curricular changes as they take place. Feedback from candidates, CTs and supervisors will provide valuable input regarding the need(s) for training.

The Unit will continue to strengthen partnerships with partnership school districts and plans to explore expanding relationships to other school districts in its catchment area. The Coordinator of Clinical Experiences will continue to serve as the liaison for these partnerships. The Unit also hopes to formalize the partnership with Fairmount Park Elementary with an MOU.

Finally, the Unit would also like to explore the edTPA as a possible assessment tool for use during Clinical Experiences and determine the viability of this tool for USFSP programs, exhibit 3.4.j.

Advanced programs will continue to refine their Action Research Projects with an emphasis towards current national and district initiatives.

3.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Not Applicable

3.4 Exhibits for Standard 3 Available upon Request

Standard 4. Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4.1 Diversity

How does the unit prepare candidates to work effectively with all students, including individuals of different ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and/or geographical area?

Initial and advanced teacher preparation candidates are expected to develop and demonstrate the competencies necessary to work with students and families from diverse populations, including students with exceptionalities, to ensure all students learn. The knowledge, skills, and professional dispositions related to diversity are articulated not only in the Unit's conceptual framework, but in the state and institutional standards expected of all successful candidates. In 2010, the Florida Department of Education (FLDOE) adopted new standards and competencies, requiring the Unit faculty to modify all programs and assessments as explained in Standard 2. These new standards, competencies, and assessments were fully implemented Fall 2013.

As a vital part of the education community in the Tampa Bay region, the Unit is responsive to the needs of the local education agencies. Based on stakeholder feedback from the professional community asking for more elementary and exceptional education teachers, the faculty developed a merged program with competencies meeting state standards in elementary education, exceptional student education, with approved endorsement in reading and ESOL (i.e., the BS in Education, BXE). Faculty developed new merged content courses, changed the field experiences to include both elementary and ESE placements, and developed a co-teaching model of course delivery with elementary education and special education faculty working together. The program's first candidates, admitted in Fall 2009, graduated in Fall 2010 with the knowledge, skills, and professional dispositions to teach students in elementary and exceptional education, as well as reading and ELLs. Simultaneously, the BS in Elementary Education and the BS in Exceptional Student Education were suspended in 2009. Candidates in these programs unable to graduate by Spring 2010 were transitioned into the BXE. The capstone project for the BXE, the Teacher Work Sample (TWS), was designed to include evidence of candidates' impact on student learning.

FLDOE program approval folios specifically outline how each of the Unit's programs in initial teacher preparation and the preparation of other school personnel attend to diversity and how they assess the knowledge, skills and disposition of candidates throughout the program, culminating in precise assessment in final internships, practica and portfolio evaluation. The program design includes specific assurances that every candidate in each of these programs will be ESOL endorsed or meet the ESOL requirements for program completion. The ESOL

Portfolio, required of every candidate, documents their skill development in the initial teacher preparation programs.

As one examines the curriculum for initial teacher preparation, several courses lay the foundation for candidates to acquire knowledge and strategies to develop culturally relevant pedagogy, including cultural, linguistic, learning characteristics and individual interests. Candidates work to meet the Candidate Learning Outcomes and the Florida Educator Accomplished Practices. As candidates progress through the program, they also prepare to graduate with an ESOL endorsement. Candidates consider the diverse learners that they teach, design curriculum and instruction to meet the students' needs, and reach out to parents and community members. Finally candidates are asked to demonstrate that they have effectively implemented the requisite skills and knowledge for designing and engaging all candidates in meaningful learning experiences.

Coursework includes:

EDF 3604: Social Foundations of Education (Graduate and Undergraduate)

EDG 2701 Teaching Diverse Populations (Undergraduate)

EEX 4742: Narrative Perspectives on Exceptionalities: Cultural and Ethical Issues (Undergraduate ESE)

LAE 4414: Teaching Literature in the Elementary Schools (Undergraduate)

LAE 6316: Trends in Literature in a Diverse Society (Graduate)

FLE 4317: Teaching LEP Students, K-12; FLE 4316: Language Principles and Acquisition; and EDG 4909: ESOL 3 (Undergraduate)

FLE 5345: Teaching ELLs K-12;

FLE 5145: Language, Principles, Acquisition and Teaching; and

FLE 5940: ESOL Practicum (Graduate) EEX 4070: Integrating Exceptional Students in the General Classroom (Elementary Graduate and Undergraduate Coursework)

In the very first semester of the program, candidates begin their introduction to the education of English Language Learners in FLE 4317 or FLE 5345. Candidates interview English Language Learners and, at the same time, assess their own experiences with diversity.

Throughout the courses of study, candidates are asked to demonstrate they are designing curriculum and instruction that meets the needs of diverse learners, including ELL's and candidates with exceptionalities. In numerous ways, candidates are asked to design and implement instruction that uses a variety of communication strategies (FEAP 2: Learning Environment); promotes higher order strategies (FEAP 3: Instructional Delivery and Facilitation); demonstrates knowledge of varied cultures, ethnicities, linguistic differences and diverse learning styles (FEAP 2: Learning Environment); demonstrates outreach to families and communities (FEAP 5: Continuous Professional Development); demonstrates knowledge of theories of learning, development and candidates' prior knowledge (FEAP 1: Instructional Design and Lesson Planning); designs instruction conducive to creating a positive learning environment (FEAP 1: Instructional Design and Lesson Planning); plans for a variety of engaging strategies that are developmentally appropriate (FEAP 1: Instructional Design and Lesson Planning; FEAP 3: Instructional Delivery and Facilitation); and uses technology to enhance candidates' learning (FEAP 2: Learning Environment).

Candidates' portfolio and field experience evaluations are designed to ensure candidates demonstrate their competence in the FEAPs mentioned above and confirm they are using what they have learned to provide high quality instruction to a diverse group of learners (samples of candidates' work are available under Standard 1). Further, the Professional Behavior Assessment addresses competencies related to teaching diverse learners. Completer and employer follow-up survey results confirm USFSP candidates' ability to value the knowledge and skills necessary to support each student's success. In fact, respondents identify candidate competence in this area as a major strength of USFSP's programs (see Completer and Employer Satisfaction Survey Results in Standard 1).

ESOL key assessments specifically delineate each of the five Domains, 12 Standards, and 59 Performance Indicators for the state of Florida. Some of these requirements were also referenced in Standard 3 as they relate specifically to the family, school, and community contexts.

In both the program and ESOL portfolios, candidates must reach a level of Met on all standards to complete the program.

Candidates in the Reading program have continued to perform well on assessments (see Standard 1). In the preparation of the FLDOE Program Folio, several assignments were enhanced to ensure that diversity was more systematically addressed. For example:

a) RED 6116; Trends in Differentiated Reading Instruction: The Word Study and Comprehension Assessments were changed to include a wide range of candidates of different ages.

b) RED 6540: Assessment in Literacy: The Assessment assignment now involves administration of tests to diverse student populations.

In the (FLDOE) Program Folio for Educational Leadership, candidate outcomes are aligned with the Florida Principal Leadership standards. Objectives and assignments are aligned with the standards. The program has focused specifically on strengthening those assessments based upon data obtained during faculty evaluations of candidates' portfolios, action research projects, Gallery Walks, and other assessments.

In the Mathematics/Science program and the Curriculum/Literacy programs, coursework provides specific emphasis on assessment and instruction to address the needs of a diverse student body, including linguistically and culturally diverse students.

In the Master's in Curriculum and Literacy, key assessments provide evidence of how candidates demonstrate proficiency in addressing the needs of diverse students. Assignments are designed to teach graduate students how to adapt instruction and include critical elements of culturally relevant pedagogies for diverse populations. These assessment assignments are listed in exhibit 4.4.j.

In the Mathematics/Science programs, graduate students specifically focus upon the enhancement of knowledge of mathematics, science, and instructional strategies to make two traditionally difficult areas of instruction more accessible for all candidates. Candidates show

evidence in their portfolio of their abilities to adapt and focus on instruction that provides increased success for their candidates, including candidates who may struggle with the content. A list of assessment assignments in courses attending specifically to the adaptation of instruction and diverse population is found in exhibit 4.4.j.

In addition to the extensive concentration on diverse learners within program coursework, field and clinical experiences are designed to ensure candidates are placed in a variety of settings and are afforded the opportunity to interact with students from diverse cultures and with diverse exceptionalities.

Candidates are required to complete 60 hours of ESOL field experiences under the supervision of an ESOL-endorsed teacher. The 60 hours are broken down into a series of tasks that must be satisfactorily completed and will be evaluated. Candidates will demonstrate mastery of the ESOL Standards, Domains, and Indicators through a series of school-based tasks evaluated by an ESOL-endorsed cooperating teacher and the course instructor.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 4.2.b.

4.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

4a. The Unit prepares a diverse curriculum and provides diverse field experiences and clinical practica to all candidates in all undergraduate and graduate programs.

Tampa Bay is a diverse area in the state of Florida. The school districts with which the Unit partners are culturally, economically, and ethnically diverse. A data base has been established to ensure that candidates have experiences that are culturally diverse. In exhibit 4.4.f, the table indicates the cultural, linguistic, racial, ethnic, and socioeconomic diversity for Pasco, Hernando, Hillsborough, Pinellas, and Manatee Counties (the five county area served by the Unit). Exhibit 4.4.i is a demonstration of the Unit's policies, procedures, and practices that support candidates working with P-12 students from diverse groups. The internship report pages illustrate the schools' student body proportion with regards to gender, ethnicity, socio-economic, English language learners, and disabilities for 2010-2012.

Advanced teacher candidates, Reading program candidates, and other school personnel do most of their field experiences in the schools in which they are currently teaching. A process has been developed to monitor the demographics of each of those school sites and, should there not be sufficient diversity, additional field experiences are planned and implemented in a more diverse setting.

Candidates are placed in field experiences with diverse students, and they are expected to plan for and teach diverse learners as an integral component of curriculum and instruction. Specific ESOL practica and experiences enhance the candidates' opportunities to develop skills responsive to the highly diverse, linguistically diverse student body in the Tampa Bay region. See Exhibit 4.4.a: Impact on Candidate Learning.

Initial program graduates in both the Unit's graduate and undergraduate programs earn an ESOL Endorsement upon program completion. Forty-three courses offered in the Unit are specific ESOL or ESOL infused courses. See exhibit 4.4.b for more detailed descriptions of the components and experiences addressing diversity proficiencies.

The Unit's programs provide each of its candidates feedback from peers and university supervisors in working with groups of diverse learners. The composition of the school districts in which the Unit places its candidates provides opportunities for candidates to interact with and learn to teach all students, including students with disabilities and English Language Learners. For the initial teacher preparation programs, the internship evaluation forms, the Professional Behavior Assessment, and the portfolio assessment process (in addition to specific coursework assignments) provide ongoing feedback to candidates as they develop their knowledge and skills, and examine their dispositions, particularly related to working with diverse groups of learners. The process for the Reading and Educational Leadership programs is parallel, see Exhibit 4.4.c.

In the Math/Science programs and the Master's in Curriculum and Literacy program, the feedback occurs in the assignments.

During the Principalship course, Educational Leadership candidates are required to gain knowledge of the demographics of the schools where they will be serving as leadership interns. Candidates use this knowledge to complete a leadership field experience project related to diversity, EDA 6945–Administrative Practicum. Additionally, leadership candidates are required to evaluate a curricular program in a school and assess the program's effectiveness in meeting the needs of a diverse population of students, see exhibit 4.4.c for Practicum Syllabus with new FPLS standards, Planned Program of Study, and Practicum Handbook.

Among its advanced program offerings, the Unit has revitalized and is again admitting graduate students into its Master's of Arts in Exceptional Student Education. The Master's of Arts in Exceptional Student Education offers a selection of tracks and/or endorsements as a part of the graduate degree in Exceptional Student Education. This program provides an in-depth view of research, theories, and the application of theory to classroom teaching in Exceptional Student Education. The program offers graduate students a flexible program of study based on the applicant's previous degree, areas of interest, and experiences in the area of Exceptional Student Education. The program requires 36 credit hours and will vary for each graduate student depending on his or her selection of track or endorsement areas. Coursework is provided through online classes, on campus classes, and a blended model of online coursework and in-class sessions.

The Unit, in collaboration with the College of Arts and Sciences, has developed a concentration in Communication Sciences and Disorders and offered this option in the Spring of 2014. Two

classes have been developed with regards to second language learning and diversity: (a) Language Development: Monolingual, Bilingual Individuals With and Without Disorders/Disabilities, and (b) Phonetics of English and Spanish. The concentration will be offered in the College of Arts and Sciences as part of its B.S. in Health Sciences, see exhibit 4.4.a: Communication Sciences and Disorders Concentration.

The Unit's attention to diverse groups of learners in the counties it serves is explicit, grounded in the research literature, enhanced by the ESOL endorsements and exceptional education certifications that candidates complete. The Unit's partnership with the surrounding districts strengthens its candidates' abilities to improve student achievement. The Unit's emphasis on preparing teachers to serve well all learners is strong, and this emphasis is reinforced by expectations of all of its candidates.

4b. The Unit employs and seeks to employ faculty from a broad range of diverse groups.

The policies and procedures for hiring faculty are carefully delineated. USFSP has provided specific and concrete procedures to ensure that faculty pools are diverse. Advertisement for all national positions occurs through the Chronicle of Higher Education, Hispanic Outlook, and Black Issues in Higher Education. Search committees are carefully constituted and faculty receives specific instruction from the College Dean and the Director of Human Resources, who serves as the Institution's Diversity Officer. Efforts have also been made to use networking to ensure that each pool is as inclusive as possible. Since Fall 2010, the Unit has hired 4 new faculty. They include 2 white females, 1 white male, and 1 Hispanic male. Significant experience was a key factor in the selection of these faculty members, and at least one faculty hire was over 50 years of age (demonstrating age diversity, an important factor, especially in the local community). USFSP makes concerted efforts to recruit and retain a diverse faculty pool, see exhibit 4.4.g. In addition, USFSP and the Unit diligently recruit diverse faculty candidates from:

Diverse Issues in Higher Education: <http://diverseeducation.com/>

Women in Higher Education: <http://www.wihe.com/>

Hispanic Outlook: <http://www.hispanicoutlook.com/>

Candidates have the opportunity to work with a diverse faculty both on campus and the Pinellas, Pasco, and Hernando County schools. Twenty-five per cent of faculty in the Unit's initial teacher preparation programs is diverse (i.e., Black, Hispanic, or Asian); 22% of faculty in advanced programs is diverse (i.e., Black, Hispanic, or Asian). Examination of full time faculty vita show diverse educational backgrounds, diverse geographic origins, ethnic diversity, and diverse clinical and research experiences. In addition, candidates in every program interact with university and school-based faculty who are culturally diverse. The university seeks out school sites that are diverse and is fortunate to work and teach in a metropolitan area that is rich in diversity.

Faculty have had a vast array of experiences working with diverse populations in Florida, across the country, and internationally. Faculty research and scholarship includes working with candidates with exceptionalities, ESOL candidates, Gay, Lesbian, Bisexual and Transgendered (GLBT) candidates, struggling readers, culturally diverse candidates, minority student access to

mathematics and science, linguistic assessment of English Language Learners, and English Language Learners with disabilities. In addition, the state of Florida requires that the faculty teaching ESOL infused courses complete a minimum of 60 hours of training in content and methodologies for teaching English Language Learners.

The Unit has implemented and maintained an on-line ESOL Faculty Credentialing Course. All faculty teaching in this area must demonstrate completion of the ESOL Endorsement, have the requisite degrees in ESOL or related field, or take the USFSP ESOL Credentialing Course. Fifty-three full and part-time faculty are ESOL endorsed, see exhibit 4.4.i. The ESOL Faculty Credentialing Course exemplifies the unit's policies, procedures, and practices that support candidates working with P-12 students from diverse groups.

4.c The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice.

The Unit has awarded seven culturally and linguistically diverse candidates the Minority Teacher Education Scholarship (MTES) from the Florida Fund for Minority Teachers. This award is provided to eligible African-American, Hispanic-American, Asian-American, and Native-American teacher candidates, see exhibit 4.4.h. In addition, the Unit seeks diverse candidates from local community groups as such as Concerned Organization for Quality Education of Black Students (COQEBS), see exhibit 4.4.h.

The Unit has also established a formal relationship with a local school (Fairmont Park Elementary School) which is a Title I school with high percentages of diverse and low income families. According to the FLDOE, the student population of Fairmont Park Elementary consists of the following demographic composition: 7.4% White, 88.1% Black or African American, 3.0% Hispanic/Latin; 1.6% Two or More Races. Over 15% of the student population is identified with special needs, and 95.6% are considered economically disadvantaged. This collaboration has encouraged not only COE candidates to volunteer, but it also supports candidates from Culturally and Linguistically Diverse (CLD) backgrounds to volunteer at Fairmont Park Elementary School and consequently seek to become teachers. The Unit seeks to develop a more formal relationship with Fairmount Park.

4d. Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups.

In addition to the concentration on teaching diverse learners within program coursework, field and clinical experiences are designed to ensure candidates are placed in a variety of settings and are afforded opportunities to learn to teach diverse groups of learners, including students with exceptionalities and those with diverse linguistic backgrounds. The placement database tracks candidates' field experiences and clinical practices to ensure various types and levels of diverse experiences are incorporated within the university coursework and the internships.

Expectations are that candidates have field experiences in school settings comprising diverse learners and students with exceptionalities, P – 12. Candidates also teach and plan for the pedagogical and culturally relevant needs of diverse learners as integral components of their

programs' curriculum and instruction. Exceptional Student Education (ESE) and ESOL practica and experiences enhance the candidates' opportunities to develop the skills and knowledge needed to teach well the diverse groups of learners in the schools in the Tampa Bay Region, see exhibit 4.4.a.

The Unit's attention to preparing its candidates to teach students with disabilities and English Language Learners is explicit and intentional, as demonstrated in the design and implementation of its programs. The Unit's partnerships with surrounding districts to improve candidate achievement are exceptional and only reinforced by the Unit's expectations of candidates, see exhibit 4.4.i. The internship report includes data on the diversity of school placements for the Unit's candidates with regards to disabilities, English language learners, gender, ethnicity, and socio-economic status for 2010-2012.

Course assignments, demonstration of standards, and opportunities for candidates to acquire skills and knowledge to teach diverse learners, including students with disabilities and English Language Learners, is infused throughout all of the Unit's programs and corresponding field experiences. A more complete explanation of field and clinical experiences may be found in Standard 3.

Plans for Sustaining and Enhancing Performance

The USFSP College of Education is dedicated to preparing teachers and educational leaders committed to serving learners with special needs from diverse ethnic, cultural and racial backgrounds, and whose first language is other than English. The Unit recruits candidates and faculty from diverse ethnic/racial cultures to enrich the educational community at USFSP and enhance the educational experiences of all of its candidates. The action plan in Exhibit 4.4.k highlights the steps and timeline the Unit is undertaking to attain and/or sustain performance in the area of diversity. Of particular importance to the Unit are efforts to expand the opportunities for candidates to work with a diverse faculty as well as expanding opportunities to work with diverse candidates.

4.2.b Continuous Improvement

♣ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.

♣ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.

Not Applicable

4.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Not Applicable

4.4 Exhibits for Standard 4 Available Upon Request

Standard 5. Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance, and Development

How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance?

The Unit ensures that its professional education faculty contribute to the preparation of effective educators through scholarship, service, teaching, and collaboration by complying with the institutional policies for SACSOC accreditation, which defines faculty credentials, as well as the institutional practices of annual review and policies for tenure and promotion. These policies and practices are detailed in the following narrative (5.2.b) along with the results which are provided in the data tables and narratives under exhibit 5.4.a.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which you are moving to the target level, respond to 5.2.b.

5.2.a Standard on which the unit is moving to the target level

- ♣ **Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ **Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ **Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Not Applicable

5.2.b Continuous Improvement

- ♣ **Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ♣ **Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

Faculty engage in continuous improvement through scholarship, professional development and service. Faculty attend professional, state, and national conferences. Proceedings are noted in faculty vitae and include such organizations as the Council for Exceptional Children, Literary Research Association, and National Association of Research in Science Teaching. Attendance at these professional meetings enable faculty to continue the development of their skills in the

applications of research, theories, and current developments in their fields and in teaching. This assists faculty in refining their teaching skills along with increased publications of refereed journal articles, professional books, scholarly books, book chapter contributions, grants, and funded projects. These findings are found in the vita section and table, 5.4.a. Recent examples of the Unit faculty's publications, presentations, grants, and honorable awards include:

Publications:

- Brice, A., Gorman, B., & Leung, C. (2013). Spanish-English speech perception in children and adults: Developmental trends. *Clinical Linguistics and Phonetics*, 27(3) 220-234, doi: 10.3109/02699206.2012.757805 ULRICH Index Citations for Journal: 20; Impact Factor: 0.574; Acceptance Rate Approximately 60%.
- Gunn, A., Brice, A., & Peterson, B. (in press). "My name is Alejandro!" Exploring children's names and cultural identities through multicultural literature. *Childhood Education*. ULRICH Index Citations for Journal: 42.
- Gunn, A. A., Bennett, S. B, Evans, L. S., Peterson, B. J., & Welsh, J. L. (2013). Autobiographies in preservice teacher education: A snapshot tool as a building block to culturally responsive pedagogy. *International Journal of Multicultural Education*, 15(1), 1-15.
- Gunn, A. A., (in press). Honouring my students' names! Using web 2.0 tools to create culturally responsive literacy classrooms. *Childhood Education, Focus on the Middle*.
- Leung, C., & Unal, Z. (2013). Anonymity and confidentiality in the conduct of online surveys. In C. S. Rhodes & K. Weiss (Eds.), *Ethical issues in literacy research*. New York: Routledge.
- Unal, Z., & Unal, A. (Feb. 2013). Choosing the right course management system for distance education courses. In H. Yang, & S. Wang (Eds.), *Cases on Online Learning Communities and Beyond: Investigations and Applications* (pp. 214-238). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-1936-4.ch012

Presentations

- Lang, W. S., Wilkerson, J. W., & Rea, D. C. (Feb. 2013). Measuring teacher dispositions using the DAATS Battery: A multifaceted Rasch analysis of rater effect. Paper presented at the annual meeting of the Eastern Education Research Association: Sarasota, FL.
- Lewis, A. (2013). Outcome mapping in the educational context. Published in conference proceedings for the National Association of Research in Science Teaching (NARST) April, 2013, Puerto Rico
- Stoddard, K., Braun, B., & Westra, V. (Oct. 2013) Teacher educators and business entrepreneurs collaborate to develop sustaining career opportunities. Presented at the Florida Council for Exceptional Children, St. Petersburg, FL.
- Unal, Z., Unal, A. & Bodur, Y. (Accepted). Tracking teacher education candidate's field placements in diverse schools: Second year accomplishments. The annual meeting of The Society for Information Technology and Teacher Education International Conference (2014), Jacksonville, FL.

Grants:

- Gorman, B., K., Brice, A., & Panke, C. (August 2013). Training to enhance services for ELLS (TESELL). American Speech-Language-Hearing Association Office of Multicultural Affairs. Grant Amount, \$10,000.00. Funded.
- Brice, A., & Salnaitis, C. (2013, May). Neuroimaging of mild traumatic brain injury in bilingual adults: A word recognition investigation. University of South Florida System Creative Scholarship Grant. Grant Amount, \$ 9,875.71, Funded

Awards:

- Gunn, A. 2013 Recipient of the AERA Dr. Carlos J. Vallejo Memorial Award for Emerging Scholarship

Teaching is a high priority at USFSP. Unit faculty model active, engaging teaching strategies, informed by research in teaching and best practices, to assist candidates in learning to teach. Candidate comments from the University's Student Assessments of Instruction and completer/exit surveys confirm the effectiveness of the faculty's quality instruction and the importance candidates place upon interactions with faculty.

Several Unit faculty are pioneers at USFSP in offering courses through alternative delivery modes, particularly using online and blended formats. Faculty have investigated and compared the relative effectiveness of both delivery modes and use this research to improve their teaching. Recent examples of this work follow:

- Frechette, C., Stowell, N., Emert, N., Brodosi, D., Dukes III, L.L., & Kmetz, K. (manuscript in progress). Closed captioning matters: A pilot study examining the value of closed captions for all students. *Journal of Postsecondary Education and Disability*.
- Leung, C. & Unal, Z. (2013). Advantages and disadvantages of classroom instruction with WebQuests: Connecting Literacy and Technology. *The Journal of Reading Education*.
- Unal, Z., Bodur, Y. & Unal, A. (Submitted). Enhancing the flexibility of online education through mobile learning. *International Journal on E-Learning (IJEL)*.
- Unal, Z., Bodur, Y. & Unal, A. (2012). Choosing or designing the perfect WebQuest for your learners using a reliable rubric. *Contemporary Issues in Technology and Teacher Education (CITE)*, Volume 12, Number 2. ISSN:1528-5804.

Faculty use Blackboard and Canvas to assist themselves and the candidates in accessing course information and interactions. The Distance Learning Center provides ongoing assistance to faculty in the development of their courses online. USFSP completed a migration from Blackboard to Canvas in Spring 2014. During the 18-month migration process, over 80 training sessions were offered to faculty, resulting in 95% of COE faculty fully migrating a semester before full implementation. As the faculty continue to improve their delivery of online instruction, the number of candidates registering for online courses increases, and results of the candidate survey (Student Assessment of Instruction - SAI), indicate the online teaching is effective.

In addition to professional development, faculty continuously improve their teaching through the process of the Annual Review. The Annual Review process enables faculty to review the evidence detailed on their candidate surveys. Based on this evidence, faculty continue to develop new knowledge and skills as well as refine their courses to enhance the effectiveness of a specific course and the program. Faculty must regularly provide evidence to demonstrate efforts to fulfill the expectation of professional development and ongoing progress in teaching, research, and service as their performance in each of these areas corresponds to faculty assigned time. Each faculty member's SAI survey results are reviewed at the end of each semester and included in the faculty annual review.

Specific concerns regarding performance must be addressed in subsequent annual reviews. In the case of faculty performance in any of the areas of teaching, scholarship, or service where Below Satisfactory ratings are given or when the faculty member's teaching evaluations are consistently below College averages, the Dean provides specific feedback and a plan for remediation. In addition to meeting with the faculty member to discuss performance, options are provided to support faculty development such as a course release to work on areas of concern in teaching, scholarship, or service.

Faculty are expected to provide service to the College, the university and the external community. Within the college, every faculty member serves on at least two committees, as well as meeting departmental expectations. Detailed descriptions of this service can be found in faculty vita (5.4.a) and in the data table (5.4.a).

Service within professional fields, as well as to the local community and schools, is a valuable tool to help faculty enhance their abilities to prepare teachers and educational leaders. At the national level, faculty serve in leadership roles in organizations in their professional fields which are noted on faculty vita (5.4.a) and in the data table (5.4.a). This service includes:

- Mentor, National Virtual Science Fair (NVSF)
- Reviewer, Conference paper proposals, Educational Media & Technology, EdMedia.
- Reviewer, Conference paper proposals, American Educational Research Association, [AERA] Reviewed 5 submissions
- Reviewer, Journal of Teacher Education
- Member, Teacher Education Division of CEC, Conference Program Review Team
- Reviewer, International Conference of the Learning Sciences 2014
- Chair, International Congress of Qualitative Inquiry 2013 2014
- Reviewer, Journal of Research in Science Education 2013
- Reviewer, NARST 2013 Conference
- Member, American Speech-Language-Hearing Association Multicultural Issues Board (MIB), 2013

Service to local communities and schools is part of the service faculty engage in as part of their assignment. Examples of service among Unit faculty include: College of Education Community and School Partnership Initiative; Pinellas Schools University Representative, Professional Development Advisory Council. The array of service activities is found in the faculty vita and data table (5.4.a) as well as the Unit Recency Report (5.4.h).

The Unit values the professional quality of faculty and plans to continue evaluating faculty performance and facilitating professional development, as well as implementing inclusive hiring practices to sustain and enhance the quality of its current professional educators. Further, the collaborative process in place allowing faculty to assess candidate performance and program effectiveness will continue.

5.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Not Applicable

Exhibit 5.4.a - Data table on qualifications of professional education faculty is Available Upon Request

5.4 Exhibits for Standard 5 Available Upon Request

Standard 6. Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Unit Governance and Resources

How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards?

The Unit is headed by the Dean who works collaboratively with the College Council to govern the planning, delivery and operations of all programs at the institution for preparing educators. Dr. Harold William Heller became the Dean of the College of Education (COE) January 2, 2012. Along with other procedures and policies, the Unit's constitution, revised Fall 2014, serves as the guide to govern college operations, exhibit 6.4.a.

Unit faculty develop degree programs collaboratively with school partners. New programs and changes in previously approved programs are initiated by the faculty. The Curriculum and Programs Committee begins the formal approval process. The proposal then proceeds to the College Council, Dean, University's Graduate or Undergraduate Council to the Regional Vice Chancellor for Academic Affairs, Academic Affairs Management Council for the USF System, Workgroup on Academic and Campus Environment of the Board of Trustees, and then to the USF System's Board of Trustees, respectively, exhibit 6.4.b. An example of a program which recently completed this process is the new M.S. in Middle Grades STEM which began Fall 2012.

The Florida Department of Education (FLDOE) requires a parallel and simultaneous program review and approval process for initial programs leading to licensure. Accordingly, the Unit develops Program Approval Folios indicating how courses, field experiences, and candidate assessments demonstrate knowledge and practice of the state standards (see Standard 1).

The Unit employs a fulltime recruiter during for Graduate programs, exhibit 6.4.d. The recruitment of Undergraduates is coordinated through Undergraduate admissions.

The Graduate and Undergraduate catalogs contain admissions practices and requirements for Unit programs. The university academic calendar and grading policies are found on the USFSP records and registration website.

A fulltime, professional advisor and a part-time coordinator guide undergraduate candidates through the programs at USFSP and the satellite campus located at Pasco-Hernando State College (PHSC). Fulltime faculty advise the Unit's graduate candidates, exhibit 6.4.c.

Candidates in need of professional behavior guidance are referred to the Student of Concern Committee, populated by program faculty and chaired by the Associate Dean. Candidates also have access to the USFSP Counseling and Psychological Services, whose services are described:

"Within ethical and legal guidelines, students can be assured of privacy and professional treatment. Staff members in the Center are licensed and experienced mental health professionals from the disciplines of counseling and clinical psychology," exhibit 6.4.c.

The Unit budget has been sufficient to support program development, professional travel and faculty needs, but the Unit, as well as the university, has experienced recent budget cuts. The Unit has experienced a reduction in positions since the last review as a result of faculty departures combined with institutional redirection of funding. These positions have not been replaced with tenure-track faculty, although the Unit has successfully hired highly qualified visiting faculty in the interim. The Unit continues to experience stable enrollment at least at the level of the last review.

The absolute, aggregated number of individual students enrolled at USFSP COE along with Student Credit Hour summaries is displayed in exhibit 6.4.k. During the 2011-2012 and the 2012-2013 academic years, per pupil funding was equitable across the three colleges of the USFSP campus ranging from \$3,585 to \$6,721, exhibit 6.4.g. In addition to its annual budget allocation, the Unit has in the past used carry forward funds. Careful and frugal stewardship has afforded the Unit ample support from this category for the next year. However, the Unit no longer has access to these funds which has had a negative fiscal impact. Carry forward funds have been frozen due to the recent economic downturn.

However, the Unit has successfully competed for external funds enabling the Unit to be the leading recipient of these funds, receiving an additional \$93,123.42 in endowed gifts for scholarships over the past three years. These gifts are eligible to receive matching contributions from the state and other agencies, which the Unit has successfully obtained.

The Dean and the College Council negotiate faculty workloads, allowing faculty to engage in teaching, scholarship research, and services. The small class size in most programs permits faculty to be available to assist students as needed. Faculty post office hours each semester identifying times they are available to students. These hours are also posted in the course syllabi. The Unit's faculty consists of 22 fulltime faculty, including the Dean and Associate Dean, 26 adjuncts, and 18 adjunct supervisors. Twelve courses are offered 100% online, and 13 are blended or hybrid courses. Every effort is made to keep tenure earning faculty at a 3:2 course load, and in some cases, tenure earning faculty teach a 2:2 workload. Faculty making progress toward tenure and/or promotion have release time for research assignments. All faculty receive a semester-by-semester assignment in writing from the Dean to specify workload. This is reported through the USF System's Faculty Academic Information Reporting (FAIR). Faculty receives a printed copy of their workload, which they sign and submit to the Associate Dean. There is open negotiation to help faculty meet their own goals, as well as serve candidates, exhibit 6.4.h.

Loads for supervision of interns are specifically delineated. They include 3 credit hour assignments for 8 level K-5 interns, 8 level 6-12 interns and 6 interns for final internship. The same guidelines and program requirements are expected of candidates in programs housed on the PHSC campus. A part-time staff member working collaboratively with the Associate Dean supports fulltime faculty and coordinates program outreach and student advising at the PHSC site.

Adjunct faculty members are employed to complement fulltime faculty expertise and to supplement instruction with current practitioners. Adjuncts are carefully selected and supervised and are a small, seasoned complement to the fulltime faculty at USFSP. The Associate Dean, in collaboration with program faculty and advisors, oversees the appointment and evaluation of adjuncts and assesses the curriculum integrity of their teaching. The Coordinator of Clinical Experiences oversees supervisors of candidate internship. Adjunct faculty in the Education undergraduate program and the Elementary Education with ESOL endorsement are required to complete online courses related to the Common Core and ESOL. Adjuncts must pass an assessment at the end of both courses to be eligible to teach in the Unit. In the Reading and Educational Leadership programs, adjunct faculty are mentored and their work is monitored by fulltime faculty in each of the graduate programs.

The COE is located in Coquina Hall, on the USFSP campus on Bayboro Harbor and in close proximity to downtown St. Petersburg. Classrooms are predominately housed in Coquina Hall, Davis Hall and the Florida Center for Teachers. Rooms are attractive and conducive to a learning environment at the University level. Students in the undergraduate and graduate programs taught at PHSC are housed in the classrooms on the New Port Richey campus.

Classroom resources are adequate for the preparation of teachers and leadership candidates. Since the initial NCATE report, USFSP has made a concerted effort to place Smart boards in all classrooms in Coquina Hall to compliment the instructional stations with computers and projectors. This upgrade in equipment assisted in providing a model classroom for students. Document cameras are available in classrooms and often used by instructors and students. Additional computer and learn labs are available in various locations across the University for student use, and a classroom in Coquina hall is equipped as the Mathematics Teaching laboratory with laptop computer carts and other electronic resources needed for quality instruction.

USFSP's Distance Learning and Instructional Media Services unit of the Nelson Poynter Memorial Library offers both support and professional development opportunities for candidates and faculty by offering workshops on a variety of topics related to teaching and online learning, exhibit 6.4.i.

USFSP completed a migration from Blackboard to Canvas in Spring 2014. During the 18-month migration process, over 80 training sessions were offered to faculty. These workshops resulted in 95% of COE faculty fully migrating a semester before full implementation, exhibit 6.4.l.

The new Learning Management System (LMS) is a cloud-based platform and authenticated logins are required for accessing Canvas and other confidential online course documents. USF's Identity and Access Management system, a trusted, global identification system that includes the entire USF community: students, faculty, and staff. This ensures only currently enrolled students have access to course content.

Canvas, USFSP's LMS, is fully housed in a cloud-based environment using Amazon Web Services' Elastic Compute Cloud (EC2), meaning the product will scale services up when demand is high. This ensures students have a reliable connection to access online courses, exhibit 6.4.m.

The new Science/Technology building opened in 2010 and provides the resources necessary to science teaching and research at USFSP. The building is the first in the USF System to earn Leadership in Environmental and Energy Design (LEED) certification.

A new University Student Center (USC) with a 7500 sq. foot ballroom and state of the art technology represents the newest conference facility in downtown St. Petersburg. The USC and Poynter Library are the hubs for university life.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level.

If it is not the standard on which you are moving to the target level, respond to 6.2.b.

6.2.a Standard on which the unit is moving to the target level

- ♣ Describe areas of the standard at which the unit is currently performing at the target level for each element of the standard.**
- ♣ Summarize activities and their impact on candidate performance and program quality that have led to target level performance.**
- ♣ Discuss plans and timelines for attaining and/or sustaining target level performance as articulated in this standard.**

Not Applicable

6.2.b Continuous Improvement

- ♣ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- ♣ Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.**

The Unit Assessment committee meets regularly throughout the year and oversees data associated with continuous improvement. Some improvements suggested by this team of faculty consist of:

- The Educational Leadership program revised rubrics used in the evaluation of candidate's action research reports to align more closely with the Florida Principal Leadership Standards.
- The Educational Leadership program strengthened the action research assignment by extending the length of the project to three semesters, allowing a greater opportunity to study impact.
- Including Dispositions across all programs in the college
- Satisfaction Surveys reveal an overall satisfaction with the Unit's preparation program in the professional arena, especially in the areas of ethics, diversity, instructional practices, and providing a safe learning environment.
- A committee was formed to discuss revision of the electronic portfolio system used to monitor candidate progress toward the completion of a program of study. This committee recommended that the Collaboratively Digital Network (CDN) be eliminated by the Fall of 2013 and be replaced with the Folio/Data a critical assignment portfolio.

The Unit is pleased with the process established for the review of data by the Assessment Committee. The Unit plans to continue monitoring data, discussing implications of data, and, based on this information, modifying programs and assessments as necessary to provide quality programs to meet the needs of candidates as well as the P – 12 students they serve.

6.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard.

Not Applicable

6.4 Exhibits for Standard 6 Available Upon Request