



TITLE II ITP REPORT

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CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

Salutation	Dr.
First Name	Myrna
Last Name	Allen
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TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

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

ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply.	State, Other
Please specify other organization(s) that approved or accredited your programs.	SACS COC

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	115
Average number of clock hours required for student teaching	375
Average number of clock hours required for mentoring/induction support	N/A
Number of full-time equivalent faculty in supervised clinical experience during this	1

academic year	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	26
Please provide any additional information about or descriptions of the supervised clinical experiences	N/A

ADMISSION REQUIREMENTS

Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Junior Year
Please provide any additional information about formal admission requirements.	N/A
Does your institution conditionally admit students to state-approved teacher preparation programs?	Yes
Provide a link to your website where additional information about admissions requirements can be found	http://www.sjrstate.edu/bsearlychilded.html
Please provide any additional information about or exceptions to the admissions information provided above.	N/A

UNDERGRADUATE REQUIREMENTS

Transcript - Entry	Yes
Transcript - Exit	No
Fingerprint Check - Entry	No
Fingerprint Check - Exit	No
Background Check - Entry	No
Background Check - Exit	No
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	Yes
Minimum number of courses/credits/semester hours completed - Undergraduate - Exit	Yes
Minimum Undergraduate GPA - Entry	Yes
Minimum Undergraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Entry	Yes

Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	Yes
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	Yes
Minimum Basic Skills Test Score - Undergraduate - Exit	No
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	No
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	Yes
Essay or Personal Statement - Exit	Yes
Interview - Entry	No
Interview - Exit	No
Other - Entry	No
Other - Exit	No
Please specify other entry and/or exit undergraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	2.5
What is the median GPA of individuals accepted into the program in this academic year?	3.40
What is the minimum GPA required for completing the program?	2.5
What was the median GPA of individuals completing the program in this academic year?	3.36

POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program?	No
If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	
Transcript - PostGraduate - Entry	No
Transcript - PostGraduate - Exit	No
Fingerprint Check - PostGraduate - Entry	No
Fingerprint Check - PostGraduate - Exit	No
Background Check - PostGraduate - Entry	No
Background Check - PostGraduate - Exit	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Entry	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Exit	No
Minimum Postgraduate GPA - Entry	No
Minimum Postgraduate GPA - Exit	No
Minimum GPA in Content Area Coursework - PostGraduate - Entry	No
Minimum GPA in Content Area Coursework - PostGraduate - Exit	No
Minimum GPA in Professional Education Coursework - PostGraduate - Entry	No
Minimum GPA in Professional Education Coursework - PostGraduate - Exit	No
Minimum ACT Score - PostGraduate - Entry	No
Minimum ACT Score - PostGraduate - Exit	No
Minimum SAT Score - PostGraduate - Entry	No
Minimum SAT Score - PostGraduate - Exit	No
Minimum Basic Skills Test Score - PostGraduate - Entry	No
Minimum Basic Skills Test Score - PostGraduate - Exit	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Entry	No
Subject Area/Academic Content Test or Other	

Subject Matter Verification - PostGraduate - Exit	No
Recommendation(s) - PostGraduate - Entry	No
Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	No
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	No
Other - Exit	No
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	N/A
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	0.00
What was the median GPA of individuals completing the program in this academic year?	N/A

ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (2015-16)	N/A
Teacher Shortage Area: Mathematics Goal (2016-17)	N/A
Teacher Shortage Area: Mathematics Goal (2017-18)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2015-16)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2016-17)	N/A
Teacher Shortage Area: Mathematics Goal Met? (2017-18)	N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2015-16)	N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal	N/A

(2016-17)	
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2015-16)	N/A
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Science Goal (2015-16)	N/A
Teacher Shortage Area: Science Goal (2016-17)	N/A
Teacher Shortage Area: Science Goal (2017-18)	N/A
Teacher Shortage Area: Science Goal Met? (2015-16)	N/A
Teacher Shortage Area: Science Goal Met? (2016-17)	N/A
Teacher Shortage Area: Science Goal Met? (2017-18)	N/A
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2015-16)	N/A
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2015-16)	N/A
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Science Provide any	

additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Special Education Goal (2015-16)	N/A
Teacher Shortage Area: Special Education Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Goal Met? (2015-16)	N/A
Teacher Shortage Area: Special Education Goal Met? (2016-17)	N/A
Teacher Shortage Area: Special Education Goal Met? (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2015-16)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2015-16)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2015-16)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2015-16)	N/A

Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2015-16)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2015-16)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	N/A

ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	Yes
General education teachers receive training in providing instruction to students with disabilities.	Yes
General education teachers receive training in	

providing instruction to limited English proficient students.	Yes
General education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	<p>The Bachelor of Science degree in Early Childhood Education at St. Johns River State College is designed as an initial teacher preparation program in compliance with Florida Statutes and State Board of Education Rule 6A-5.066. The program's goal is to prepare early childhood educators for employment in preschool, prekindergarten, and early elementary (grades prekindergarten through three) classrooms. Graduates will be eligible to obtain Florida Department of Education certification in the area of prekindergarten/primary education (ages 3 to grade 3). The program meets the requirements of both the English for Speakers of Other Languages (ESOL) and Reading endorsements. The curriculum for the Early Childhood Education degree includes coursework in foundations of education, ESOL, reading education, and early childhood education, in addition to multiple opportunities for student field experience in PreK-3 classrooms. Students explore topics related to the education of young children including literacy, classroom management, teaching methods, diversity, cognition, creativity, and technology throughout the program.</p>
Please provide any additional information that describes the teacher preparation program(s) at your institution. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.	<p>The Early Childhood Education program is designed to prepare students for certification from the Florida Department of Education for Prekindergarten/Primary (age 3 to grade 3), as well as a Reading and ESOL endorsement. Coursework and extensive field experiences enable students to dynamically integrate theory and teaching practices. Competencies include content-specific knowledge applicable to the unique developmental needs of this age population including a thorough understanding of cultural diversity, individual differences, and skills to work with children in individual ways, particularly English for Speakers of Other Languages (ESOL) students; and an emphasis on capabilities of teachers to work with children with atypical abilities and special needs.</p>