



TITLE II EPI REPORT

Printed: 3/8/2021

CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

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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

POSTGRADUATE REQUIREMENTS (EPI)

Other - Entry	N/A
Other - Exit	N/A
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 - Postgraduate - Entry	Yes
Minimum number of courses/credits/semester hours completed - Postgraduate - Exit	Yes
Minimum GPA - Entry	Yes

Minimum GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Entry	Yes
Minimum GPA in Content Area Coursework - Exit	Yes
Minimum GPA in Professional Education Coursework - Entry	No
Minimum GPA in Professional Education Coursework - 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 - Entry	No
Minimum Basic Skills Test Score - Exit	No
Subject Area/Academic Content Test or Other Subject Matter Verification - Entry	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Exit	No
Recommendation(s) - Entry	No
Recommendation(s) - Exit	No
Essay or Personal Statement - Entry	Yes
Essay or Personal Statement - Exit	Yes
Interview - Entry	Yes
Interview - Exit	Yes
Please specify other entry and/or exit postgraduate 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?	3.16
What is the minimum GPA required for completing the program?	3.0
What was the median GPA of individuals completing the program in this academic year?	4.0
What postgraduate requirements, if any, were modified as a result of COVID-19 for Spring 2020? If applicable, please include any modifications to program exit requirements as well.	N/A

ADMISSION REQUIREMENTS

SUPERVISED CLINICAL EXPERIENCES

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	35
Years required for teaching as the teacher of record in a classroom	0
Number of full-time equivalent faculty in supervised field experience during this academic year.	N/A
Number of adjunct faculty supervising clinical experience during this academic year	1
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	47
Number of students in supervised clinical experience during this academic year	47
Please provide any additional information about or descriptions of the supervised clinical experiences	EPI students complete 35 hours of field experience in public, charter, or accredited private schools. Students must have fingerprint/background clearance with the school board in their county of choice within the SJR State service area before beginning the field experience. The field experience includes observation day, 11 flexible hours, and 3 teaching days under the direction of a supervising teacher. In addition, EPI students are required to submit a video of themselves teaching that is critiqued and evaluated.
What requirements, if any, for the clinical experience(s) were modified as a result of COVID-19? This includes adjustments that were made due to a lack of access to K-12 classrooms to complete student teaching.	Spring 2020 is the term where COVID forced school closures after Spring Break and then schools and teacher transitioned to completely remote instruction. For our EPI interns, several of them completed their final teaching days by working with their supervising teacher(s) to record lessons to be taught in the classroom virtually. If permitted, they also participated in Zoom or Microsoft Team Meetings. Our students who were teachers of record in their classroom completed any outstanding observations by watching recordings done by peer teachers or sitting in on virtual classroom meetings with peer teachers. For evaluations, recorded teachings were sent to the SJR State instructor and school administration or peer mentor teachers for feedback.

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 needs.	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
Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.	The curriculum for the EPI Program includes courses in teaching students with disabilities, in addition to multiple opportunities for teaching experience in the Pre-K -3 classrooms. The following courses directly instruct teachers to effectively teach students with disabilities: EPI 0002 Instructional Strategies This course teaches the participant to become proficient in the application of a variety of instructional strategies based on learning styles, cooperative and collaborative learning, accommodations for exceptional students and the infusion of technology into lesson plans. EPI 0004 The Teaching and Learning Process This course teaches a foundation in various learning theories as applied in the instructional process. Topics include learning theories, motivation and persistence, intelligence, exceptionalities, standardized testing, critical thinking, multiple intelligences, and second language acquisition. In addition, the curriculum for the EPI Program requires students to lesson plan using a specific lesson plan format that imbeds the four elements of the universal design for learning; i.e. instructional goals, methods, materials, and assessments. In each lesson plan students are required to list specific modifications and accommodations to the lesson plan to ensure learning for exceptional education students. Lesson plans are used extensively in the EPI Program thus ensuring students are competent in making modifications and accommodations for differing disabilities.
Provide a description of the activities that prepare general education teachers to participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act.	The following specific course directly instruct teachers how to effectively participate as a member for individualized education program team. EPI 0004 The Teaching and Learning Process This course teaches a foundation in various learning theories as applied in the instructional process. Topics include learning theories, motivation and persistence, intelligence, exceptionalities, standardized testing, critical thinking, multiple intelligences, and second language acquisition as well as preparing to participate and participating as a member for individualized education program team. In addition, the curriculum for the EPI Program requires students to lesson plan using a specific lesson plan format. In each lesson plan students are required to list specific modifications and accommodations to the lesson plan to ensure learning for exceptional education students. These modification and accommodations are suggested via the individualized education plan. Lesson plans are used extensively in the EPI Program thus ensuring students are competent in making modifications and accommodations for differing disabilities.
Does your program prepare special education teachers?	No
If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.	N/A
If yes, provide a description of the activities that prepare special education teachers to participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	N/A
If yes, provide a description of the activities	

that prepare special education teachers to effectively teach students who are limited English proficient.	N/A
General education teachers receive training in providing instruction to limited English proficient students.	Yes
Provide a description of the activities that prepare general education teachers to effectively teach students who are limited English proficient.	<p>In EPI 0030: Diversity and EPI 9045: Field Experience for Diversity student activities to prepare to effectively teach students who are limited English proficient. In EPI 0030, students are required to submit two lesson plans. In Lesson Plan I students are required to use the EPI Lesson Plan Format to create a lesson plan that reflects and accommodates the diversity of students in the grade level and subject area in which they plan to teach. They are instructed to review the the InTASC standards for multicultural to guide them in addressing diversity their lesson plan. In Lesson Plan II, they are given the following scenario: You teach a class of 20 diverse learners. Two students have been identified as kinesthetic learners and one identified as an auditory learner. Two students are English Language Learners with Spanish as their first language. Two of these students are academically behind grade level. Two students are African American. These students are proficient in English but seem to struggle with the completion of tasks when directions are subtle. Finally, one student is an English Language Learner with Japanese as her first language. She is proficient in English and is academically on grade level. Using the lesson plan format provided, students are instructed to develop a lesson plan that includes strategies to address differences in learning styles, ways of knowing, cultural heritage, and linguistic diversity in the grade level and subject area in they plan to teach. They are instructed to explain in detail the activities they are using and how they will accommodate diverse students in a classroom. In addition, a third assignment to create a Multicultural Concept. Students are instructed to create a plan to integrate multicultural concepts into instruction. The concept plan is an opportunity to reflect upon the underlying assumptions, beliefs, and principles that guide a teacher's approach to multicultural teaching. This is a student's opportunity to describe, in their own words, how they would integrate multicultural concepts into instruction. In EPI 0945, students are required to complete a field experience for 15 hours where they are to submit reflections that capture 5 hours of field experience and can choose from the following activities: General Education Classroom observation ESE Classroom observation ESOL Classroom observation Volunteer in a diverse setting (see list of potential agencies) Job shadowing Interview an ESOL Teacher Interview an ESOL Teacher Interview a parent of an ESE/ESOL student</p>
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>Educator Preparation Institute students gain valuable knowledge, experience, and successful strategies regarding the above assurances through a series of courses and projects including EPI 0030: Diversity, EPI 9045: Field Experience for Diversity; EPI 0002 Instructional Strategies, EPI 0004: The Teaching and Learning Process</p>

ACCREDITATION

Is your EPI program currently approved or accredited?	Yes
Is your teacher preparation program accredited by the State?	Yes
Is your teacher preparation program accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
Is your teacher preparation program accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)?	No
Please specify other organization(s) that approved or accredited your EPI programs.	N/A

USE OF TECHNOLOGY

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	EPI 0003: Technology This course teaches the participant to employ technology as an integral part of the teaching and learning process. Instruction is provided in commonly used software suites and on the internet. This course requires a 10-hour online field experience in a virtual classroom. In addition, the required lesson plan template requires students to infuse technology into each lesson plan.
Provide a description of the evidence that your program uses to show that it prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.	In EPI 004: The Teaching and Learning Process Students are assigned an RtI project. The Response to Intervention or Multi-Tiered Systems of Support is not addressed heavily in the textbook, but it is used in our schools. Students are grouped by grade level (primary) or subject (secondary) and groups are to find research articles to answer the following tasks and then synthesize the information into a presentation: 1. Definition and Structure of RtI and MTSS. Explain the different between RtI and MTSS. 2. Discuss the different assessments used in RtI and MTSS. 3. Discuss the implications that RtI and MTSS has had on our current education system, particularly the ESE program. 4. Discuss how one school has successfully implemented RtI or MTSS and what were the key practices that lead to that success. The EPI lesson plan template requires students to pre and post assess students. Each lesson includes formative assessments and these assessments are aligned with standards set and instruction provided. The purpose of assessments is determining the extent to which students demonstrate the standard and learning goal. Learning goals can be assessed through quizzes, tests, independently performed worksheets, hands-on experiments, oral discussion/answer sessions, cooperative learning activities, illustrations or graphic organizers (Venn diagrams, K-W-L charts, concept maps, or other appropriate graphic organizers). Each lesson in the program requires a pre & posttest to evaluate the students' learning gains. These assessment activities must be directly and explicitly tied to the standard and learning goal. Teachers use pre and post instructional data to guide instructional decisions and to know if students are achieving learning goals. This is a simple way to gather data on the impact the SJR State's Teacher Education intern has on student learning in the county. This data must be collected and reviewed against the learning goals. Provide a plan for how you will collect the data.
Include a description of the evidence your program uses to show that it prepares teachers	The curriculum for the EPI program requires students to lesson plan using a specific lesson plan format that imbeds the four elements of the universal design for learning; i.e. instructional goals, methods, materials, and assessments. Embedded in the required lesson plan template is to list the standards and learning outcomes of the lesson which addresses the element of instructional goals. The element of methods is addressed in the reading strategies, warm-up activity,

to use the principles of universal design for learning, as applicable.

gradual release model which includes explicit/implicit instruction, guided practice, independent practice and questioning of the lesson plan template. The element of materials is included in the lesson plan template as the materials/resources need for each lesson and the element of assessments is included in the pre and post instruction assessment required in each lesson. The lesson plan template is used extensively in our curriculum.

Include planning activities and a timeline if any of the four elements listed above are not currently in place.

N/A

Does your program prepare teachers to integrate technology effectively into curricula and instruction

Yes

Does your program prepare teachers to use technology effectively to collect data to improve teaching and learning

Yes

Does your program prepare teachers to use technology effectively to manage data to improve teaching and learning

Yes

Does your program prepare teachers to use technology effectively to analyze data to improve teaching and learning

Yes

ANNUAL GOALS

PASS RATES ON FTCEs

What impact has COVID-19 had on FTCE accessibility and pass rates for candidates and completers?

The Florida Teacher Certification Exams were not available for the latter part of Spring 2020. All exam dates were cancelled beginning in mid-March 2020. These tests are required as part of the admission policy of the state, as well as a graduation requirement. Even when testing centers did reopen, availability was so limited that students were driving over 3+ hours, or even to other states, just to try to secure a test spot. Testing Centers were booked months in advance which made it very difficult for our students to access the tests they needed. Testing was limited throughout the Fall 2020 term and was randomly cancelled with little notice to our students.