



## TITLE II ITP REPORT

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

Salutation	Dr.
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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

## 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	N/A
Other - Exit	N/A
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?	2.98
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?	3.35
What undergraduate 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

## POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program? If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	No
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 -	No

Entry	
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	N/A
Other - Exit	N/A
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	N/A
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	N/A
What was the median GPA of individuals completing the program in this academic year?	N/A
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

Average number of clock hours required prior to student teaching	115
Average number of clock hours required for student teaching	375
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of adjunct faculty supervising clinical	

experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	19
Number of students in supervised clinical experience during this academic year	19
Please provide any additional information about or descriptions of the supervised clinical experiences	N/A
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.	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
Prospective 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.	<p>The curriculum for the Early Childhood Education degree includes courses in teaching students with disabilities, in addition to multiple opportunities for student field experience in the Pre-K -3 classrooms. The following courses directly instruct teachers to effectively teach students with disabilities: EEX3012 Educational Needs of Students with Exceptionalities (ESOL) 3 credits This course provides an overview of students with specific educational needs and exceptionalities while focusing on characteristics, definitions and prevalence of disabilities, the referral process, service delivery models, and the pedagogical approach of exceptional students. Teacher candidates will understand the history of, legal basis for, and contemporary issues in special education. Special attention will focus on the expectation that all students have learning strengths. EEX4604 Behavior Management for Special Needs &amp; At-Risk Students 3 credits This course covers the strategies and techniques necessary for managing the physical environment and behaviors of children with special needs. The emphasis of this course will focus on behavior management and consultation skills. Teacher candidates will apply knowledge to create and maintain and on-task, safe, and healthy learning environment for learning in the exceptional and inclusive classroom.</p>

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 curriculum for the Early Childhood Education degree includes courses in teaching students with disabilities, in addition to multiple opportunities for student field experience in the Pre-K -3 classrooms. The following courses directly instruct teachers to effectively teach students with disabilities: EEX3012 Educational Needs of Students with Exceptionalities (ESOL) 3 credits This course provides an overview of students with specific educational needs and exceptionalities while focusing on characteristics, definitions and prevalence of disabilities, the referral process, service delivery models, and the pedagogical approach of exceptional students. Teacher candidates will understand the history of, legal basis for, and contemporary issues in special education. Special attention will focus on the expectation that all students have learning strengths. EEX4604 Behavior Management for Special Needs & At-Risk Students 3 credits This course covers the strategies and techniques necessary for managing the physical environment and behaviors of children with special needs. The emphasis of this course will focus on behavior management and consultation skills. Teacher candidates will apply knowledge to create and maintain an on-task, safe, and healthy learning environment for learning in the exceptional and inclusive classroom.
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
Prospective 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.	The curriculum for the Early Childhood Education degree includes courses in ESOL in addition to multiple opportunities for student field experience in the Pre-K -3 classrooms. The following courses directly instruct teachers to effectively teach students who are limited English proficient: TSL 3080 Principles & Practices of ESOL I (3 Credits - 3 Hours) This course introduces issues, principles, theories, research, and best practices of teaching English to Speakers of Other Languages. The goal of this course is to develop the foundation of knowledge necessary to prepare educators to understand the concepts upon which second language acquisition are based in addition to the impact these concepts will have on instruction. TSL 4081 Principles & Practices of ESOL II (3 Credits - 3 Hours) Prerequisite: TSL 3080 This course builds on TSL 3080 with the goal to link the theory and practice for effective teaching of ESOL (English Speakers of Other Languages). The course will emphasize methods, curriculum, and assessment of ESOL students. This course requires twenty (20) hours of field experience/observation in a classroom setting designated by the Office of Teacher Education in the district of the student's choice within the college's service area. The field experience is completed outside of the scheduled class meeting time. The following courses are ESOL infused: EEC3404 Child, Family, & Community Partnerships

	(ESOL) 3 credits RED3309 Early & Emergent Literacy (ESOL) 3 credits EDG4410 Classroom Management & Communication (ESOL) 3 credits EEX3012 Educational Needs of Students with Exceptionalities (ESOL) 3 credits EDF3430 Measurement, Evaluation, & Assessment in Education (ESOL) 2 credits RED4511 Intermediate Literacy: Reading & Thinking (ESOL)-30 hours field exp. 3 credits RED4519 Diagnosis & Intervention in Reading (ESOL)-20 hours field exp. 3 credits EEC4212 Integrated Language Arts, Children's Lit, Social Sciences (ESOL) – 15 hours field exp. 4 credits
Prospective 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.	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.

## ACCREDITATION

Are your teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
Are your teacher preparation programs currently approved or accredited?	Yes
Are your teacher preparation programs accredited by the State?	Yes
Are your teacher preparation programs accredited by the Association for Advancing Quality in Educator Preparation (AAQEP)?	No
Please specify other organization(s) that approved or accredited your programs.	SACS COC

## USE OF TECHNOLOGY

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into	The Early Childhood Education degree prepares teachers to integrate technology by infusing technology in the face-to-face classes and online classes. In addition, assignments are required that incorporate technology. Students are afforded multiple opportunities in their
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curricula and instruction

student field experience in the Pre-K -3 classrooms to get hands on experience using technology including the use of iReady, iPads, clickers, personal laptop computers, white boards and smart TVs.

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.

Many of the assignments in the SJR State Early Childhood Education degree requires our teacher candidates use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. These assignments are too numerous to list. The following list is representative of these assignments: RED 4519 Diagnosis and Intervention in Reading: Assignment: Candidate analyzes group reading assessment data, selects a group of 4-5 students who need support, administers a diagnostic assessment to identify specific need, create a plan of instruction, implement that plan and evaluate for effectiveness. Candidate analyzes group reading assessment data and creates small group reading groups based on the data. Candidate then chooses an appropriate diagnostic assessment to administer to pinpoint weaknesses. Candidate then creates a series of 10 activities to remediate students' weaknesses and after instruction, candidate will administer another diagnostic assessment to analyze growth. Candidate will reflect on results. RED 4511: Intermediate Literacy: Thinking and Reading Assignment: After assigned readings, teacher candidates discuss assessments used to evaluate comprehension. Teacher candidates use this information to administer and analyze literacy assessment data for their RtI Case Study Teacher candidate will gather data on Case Study student, including the school's state or quarterly assessment and determine student's strengths and needs. From data, teacher candidate will design five activities to support student's academic needs. EEC 4211: Integrated Mathematics & Science Assignment: Students will create a science unit that covers at least four-five lessons. The Unit will include the following elements: science, technology, engineering and mathematics and each element must be aligned with curriculum standards. The unit must be created in a way that all lessons build on each other. All lessons fit under one guiding question to unify them. The Unit must include a project (which will be brought to class when this STEM Unit is presented), which could be an extension of your science lesson plan. Also include The pre and post instructional assessment data, including a graphic organizer that reflects students' learning gains. Please attempt to adhere to the cycle of instruction (or 5Es). Be sure to use the Teacher Education Lesson Plan Format. Each lesson must include 1 accommodation for an exceptional student. For this STEM Unit assignment, you may choose the exceptionality.

Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable.

The curriculum for the Early Childhood Education degree 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, 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 as well as in the multiple opportunities students are afforded in field experience in Pre-K -3 classrooms.

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

Teacher Shortage Area: Mathematics Goal (19-20)	N/A
Teacher Shortage Area: Mathematics Goal (20-21)	N/A
Teacher Shortage Area: Mathematics Goal (21-22)	N/A
Teacher Shortage Area: Mathematics Goal Met? (19-20)	N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (19-20)	N/A
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	N/A
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Science Goal (2019-2020)	N/A
Teacher Shortage Area: Science Goal (2020-2021)	N/A
Teacher Shortage Area: Science Goal (2021-2022)	N/A
Teacher Shortage Area: Science Goal Met? (2019-2020)	N/A
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2019-2020)	N/A
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	N/A
Teacher Shortage Area: Science Provide any	

additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Special Education Goal (2019-20)	N/A
Teacher Shortage Area: Special Education Goal (2020-21)	N/A
Teacher Shortage Area: Special Education Goal (2021-2022)	N/A
Teacher Shortage Area: Special Education Goal Met? (2019-20)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2019-20)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-20)	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 (2019-20)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2020-21)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2021-2022)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2019-20)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2019-20)	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 (2019-20)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	N/A

## PASS RATES ON FTCEs

What impact, if any, has COVID-19 had on FTCE accessibility and pass rates for the Spring

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

2020 cohort?

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.