

Council FOR THE Accreditation OF Educator Preparation

STANDARD 1 CONTENT AND PEDAGOGICAL KNOWLEDGE

Our ten undergraduate programs/specializations are Florida Department of Education approved.

Our core values align with the 10 INTASC standards and the Florida Educator Accomplished Practices.

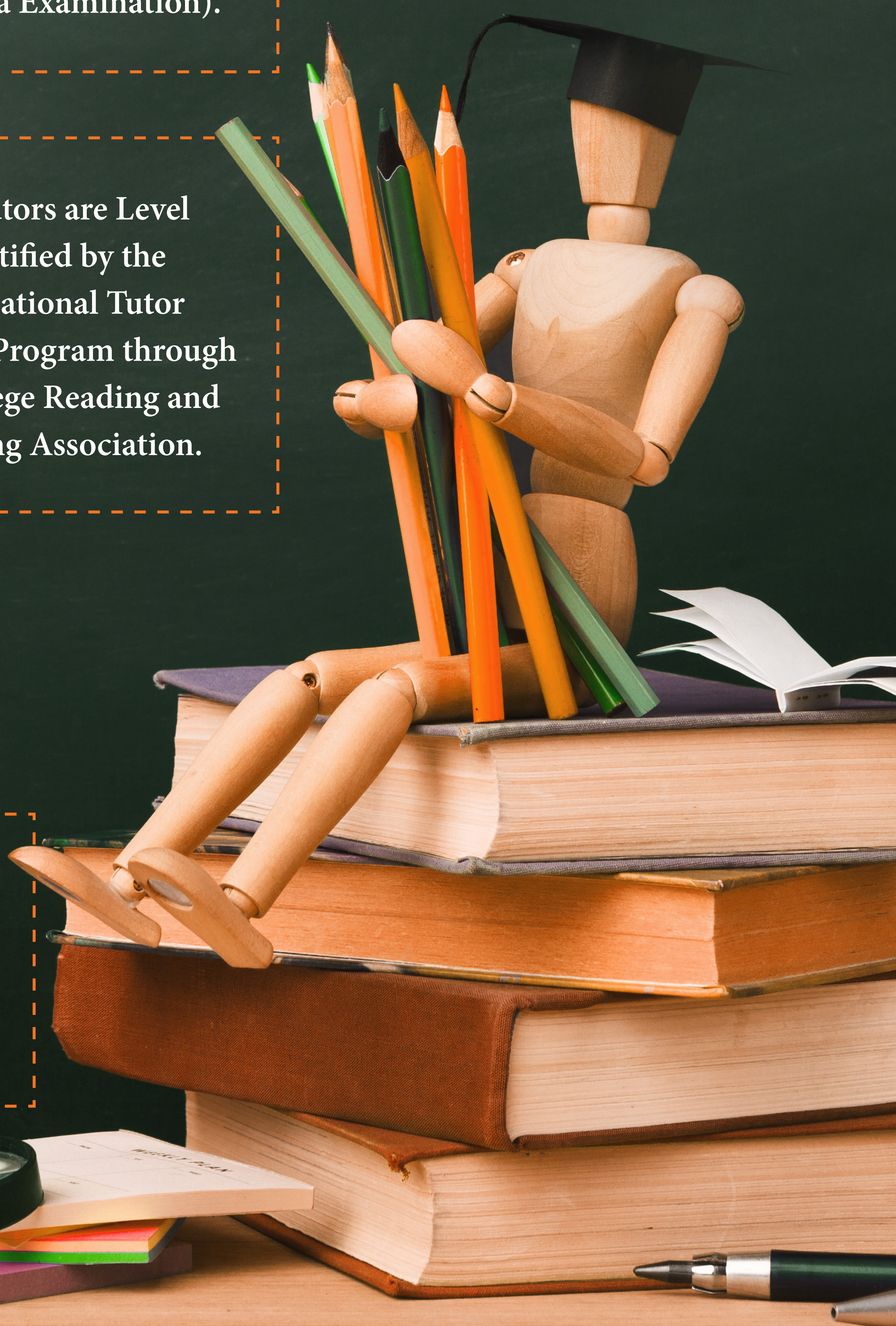
Our candidates gain research skills and assess impact on P-12 learning through an action research project co-constructed with their cooperating teacher and university supervisor.

Our completers have a 100% pass rate on the Florida Teacher Certification Examinations (i.e., General Knowledge Test, Professional Education Test, and Subject Area Examination).

Our Candidate Empowerment Center provides innovative approaches (e.g., one-on-one and group tutoring, faculty-led workshops, online modules, and print resources) to assist pre-majors and candidates with passing state certification examinations.

Our tutors are Level 2 certified by the International Tutor Training Program through the College Reading and Learning Association.

Alignment of our curriculum with the Florida Educator Accomplished Practices ensures that our completers demonstrate college- and career-ready standards.



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STANDARD 2 CLINICAL PARTNERSHIPS AND PRACTICE

We currently have 24 Memorandums of Understanding with district partners, with an additional 5 sites in-progress, and 6 potential sites.

Our field experiences and clinical practices represent a mutually beneficial, collaborative effort among university administrators, our faculty members, P-12 public and private school administrators, and classroom teachers.

We partner with school districts in diverse settings in Florida and Georgia.

Our university supervisors are trained in Leon LEADS (Leon Evaluation and Development System), a state-required Instructional Evaluation System.

Our program receives guidance from our Teacher Education Advisory and Inter-Area Councils.

The FAMU DRS and EPP faculty created a Teacher Education and Clinical Preparation Academy.

We offer school-based cooperating teachers access to the Cooperating Teacher Toolkit, which provides professional development resources. A Cooperating Teacher Toolkit provides all the essential information for supervising student interns.

The Florida Department of Education has not received a request for professional support for any FAMU/COE completers from 2015-2019.

We are a national 21st Century Community Learning Center School partner with Sabal Palm Elementary School in the Leon County School District. The College of Education at FAMU partners with Florida State University College of Medicine. This model, provides academic support services and wrap around services such as healthcare, counseling and mentoring.



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STANDARD 3

CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

Our recruitment plan, a 5-year comprehensive effort, is the result of a collaborative yearlong effort among our faculty, staff, and external stakeholders.

Monitoring of applicant and candidate data occurs in partnership with the university's Office of Enrollment Management and Office of Institutional Research, as well as our Center for Academic Success and program coordinators.

For 2015-2018, the reported average GPA exceeded 3.0 for each cohort.

Our Living-Learning Community, with 30 pre-majors enrolled over the last 4 years, is used as a venue for the recruitment and retention of high-quality teacher candidates.

We utilize the Assessment of Professional Education Dispositions across all programs as a metric to track the professional development and pedagogic growth of pre-majors and candidates from program admission through matriculation.

Our Pathway to Success Individual Plan is used to identify areas in need of improvement and/or remediation, such as student's disposition, content-knowledge, and pedagogic skill.



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STANDARD 4 PROGRAM IMPACT

To assess in-state completers' performance, we utilize Value Added Model data which measures candidate contributions to student learning compared to expected student performance.

Three years of data from the Florida School District Personnel Report indicates that our completers are highly effective across all program licensure areas.

Three cycles of data report that 91.6% of our completers are ranked as "effective" or "highly effective" in classroom evaluations.

Completer satisfaction measures indicate that our completers are satisfied with their preparation to teach.

The Florida Department of Education reported a 96.6% retention rate for our completers over three cycles.

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STANDARD 5

PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY

We have a Quality Assurance System which provides quality control from admission to the university through completion of the program to completers' impact on P-12 student learning and development.

Our Program Status Report, which contains summary admission, enrollment, licensure examination, portfolio performance, internship, and completion data, is shared with our faculty, program coordinators, department chairs, Assessment Committee, Dean, and internal (i.e., our faculty, candidates, committees, and administration) and external stakeholders (i.e., faculty and administration from other colleges within the institution, Inter-Area Council, and the Teacher Education Advisory Council) for review and feedback thereby representing shared governance.

We employ experts in the fields of measurement, evaluation, and/or statistics, as well as our faculty, who are responsible for establishing, validating, and revising assessment measures.

The Center for Academic Success manages initial-level program data collection, storage, and distribution at the admissions stage for initial programs.

The Office of Field Clinical Placements is responsible for all aspects of field placements.

The Candidate Empowerment Center is responsible for licensure examination data collection, analysis, storage, and distribution.

The Center for Induction and Research manages data concerning initial- and advanced-level completer impact.

The Office of Assessment and Accountability manages the entire Quality Assurance System, and our Assessment Committee has an oversight role.



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ADVANCED LEVEL STANDARD A1 CONTENT AND PEDAGOGICAL KNOWLEDGE

Our advanced level programs employed a Phase-In Plan relative to two programs, Educational Leadership and Counselor Education.

Our Counselor Education Program submitted a self-study for CACREP review.

We offer three graduate programs/specializations.

Our counseling program prepares school counselors. Our leadership program prepares candidates for a Level 1 Florida leadership credential.

Our faculty members collaboratively work with our school district partners to align key tasks and rubrics with Florida Principal Leadership

Our faculty members collaboratively work with our school district partners to develop key tasks and rubrics that will allow candidates to demonstrate the application of professional dispositions, laws and policies, codes of ethics and professional standards.



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ADVANCED LEVEL STANDARD A2

CLINICAL PARTNERSHIPS AND PRACTICE

The administrative internship represents the Educational Leadership program's sponsored apprenticeship for the preparation of candidates.

Counselor Education candidates have field experiences and an internship that provide counselors-in-training with diverse, real world experiences designed to help them develop requisite skills and knowledge in the counseling profession.

Our faculty and school-based partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and shared responsibility of continuous improvement of advanced program candidate preparation.

We have Memorandums of Agreement with a number of school district partners.

Along with our school-based partners, we have mutually benefited from partnerships by providing clinical environments, currency in the area of administration, and mentoring from school site practicing professionals.



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ADVANCED LEVEL STANDARD A3

CANDIDATE QUALITY, RECRUITMENT,
AND SELECTIVITY

In Fall 2018, we implemented new admissions requirements for the Educational Leadership program to meet Florida Rule 6A-5.081.

Our Counselor Education program is aligning with CACREP standards.

Our faculty members are collaboratively working with internal and external stakeholders, as well as school district partners, to develop an Admissions Plan with the goal of securing a high quality and diverse candidate population.

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FAMU-EPP QUALITY ASSURANCE SYSTEM

Florida A&M University's (FAMU) Educator Preparation Provider (EPP) transitioned from the NCATE Assessment System (AS) to the CAEP Quality Assurance System (QAS) after revisiting its AS with better understanding of the CAEP requirements in the Handbook for Initial Level Program and Handbook for Advanced Level Program. The EPP understands that the QAS covers more than the AS in its nature. The QAS provides the quality control of the whole operation of the EPP, from applicants' admission to the University and its programs; candidates' progression and completion of the coursework; internship; completion of the program; and completers' impact on P-12 student learning and development. This is done by following the University's and EPP's missions, visions, and core values; by adopting its policy, procedures and regulations; and by using its resources and budgets for assurance.

The EPP's Quality Assurance System Diagram clearly describes the whole quality assurance process. The EPP's Data Flow Charts for Initial and Advanced Programs illustrate what data elements are collected; what instruments and criteria are used; who collects and analyzes the data; when the data are collected and analyzed; to whom the results are distributed and shared; and how the decisions for change or improvement are made at six transitions for our initial-level programs and five transition points for our advanced-level programs.

TRANSITION POINTS FOR INITIAL LEVEL

1. Admission to University: GPA (high school); ACT/SAT; Diploma or Degree
2. Admission to Program: GPA (3.0 Cohort); FTCE General Knowledge Test; Interview (oral/written and disposition assessment; Prerequisite Courses
3. Progression to completion: GPA (cumulative); Key Assessments (mid-point); Disposition Assessment (mid-point); FTCE Subject Area Examination and Professional Education Test
4. Internship: Key Assessments (mastery); Disposition Assessment (mastery); Interns Observation Evaluation; Exit Interview
5. Completion: GPA; FTCE Scores; Program Portfolio Evaluation; Disposition Assessment; Exit Survey
6. Impact: Placement; Retention; VAM data; District Evaluation of Completers; Completer Perception Survey;

TRANSITION POINTS FOR ADVANCED LEVEL

1. Admission to University: GPA (Undergraduate last sixty hours); GRE; Undergraduate Degree; Recommendation; Interview; Initial license holder or eligible
2. Progression to completion: GPA; Key Assessments; Disposition Assessment
3. Internship: Key Assessments (mastery); Disposition Assessment (mastery); Interns Observation Evaluation; Comprehensive Exam
4. Completion: GPA; FTCE/FELE Scores; Program Portfolio Evaluation; Disposition Assessment; Thesis Defense (if selected); Exit Survey
5. Impact: Placement; Retention; District Evaluation of Completers; Completer Perception Survey; Employers Satisfaction Survey; Completer's Improvement Plan (if there are referrals from the employers)