eIPEP

TITLE II ITP REPORT

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	Yes
Fingerprint Check - Entry	Yes
Fingerprint Check - Exit	Yes
Background Check - Entry	Yes
Background Check - Exit	Yes
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	No

Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	No
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	Yes
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	Yes
Essay or Personal Statement - Entry	Yes
Essay or Personal Statement - Exit	No
Interview - Entry	Yes
Interview - Exit	Yes
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?	3.33
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?	3.59

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 - Entry	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate -	No

Exit	
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?	N/A
What was the median GPA of individuals completing the program in this academic year?	N/A

ADMISSION REQUIREMENTS

Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Sophomore Year, 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?	No
Provide a link to your website where additional information about admissions requirements can be found	http://www.famu.edu/index.cfm?education&ProgramRequirements
Please provide any additional information about or exceptions to the admissions information provided above.	N/A

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	100

Average number of clock hours required for student teaching	280
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7
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	15
Number of students in supervised clinical experience during this academic year	15
Please provide any additional information about or descriptions of the supervised clinical experiences	Candidates must meet specific requirements in order to be admitted to the clinical practice. In order to exit the clinical practice, candidates must demonstrate competency on the Florida Accomplished Practices (FEAPs), The Uniform Core Curriculum, and ESOL Standards. Candidates' mastery of knowledge, skills and dispositions delineated in professional, and state standards are assessed through the e-portfolio.

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.	No
Prospective general education teachers receive training in providing instruction to students with disabilities.	Yes
Provide a description of the activities that	Exceptionality Report: Students must demonstrate their knowledge of exceptionalities including physical or mental challenges, instructional methodologies, and appropriate resources to assist students with exceptionalities and their families. Each presentation must address: Educational Options - Present the various types of educational options (placements) available for students with your chosen exceptionality; Educational Methods: Present the various types of educational methods and strategies used to adapt the learning environment to accommodate the differing needs of students with your chosen exceptionality; Children's bibliography: To be used with children to teach them about their exceptionality; Family's bibliography - Include all information to be used directly with the family in teaching them about their child's exceptionality. Resources - Develop information to share with parents, families, agencies, and other professionals who work with or have children who have your chosen exceptionality

prepare general education teachers to teach students with disabilities effectively.	(especially as part of an Early Intervention Program) concerning disability. Information should include: Resources available to families with a child with the exceptionality chosen by your group; a minimum of 5 Internet links to other resources; a minimum of 5 ideas to be used by the family in working with their children; Resources and services available to them and their children regarding their exceptionality, educational placement, cost, involvement of the family. Include services for infant, preschool, school-age, adolescents, and adulthood. The Exceptionality Group Project is a team effort. It is critical that all team members be actively involved in the development and presentation. Once you have selected or are assigned your exceptionality you are to conduct research on the content area. Consent Decree w/Case Study Reflection: Download the ESOL Consent Decree from the Web (http://www.fldoe.org/aala/lulac.asp). Read Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students, Part C Exceptional Student Education and prepare a reflective statement guided by the following:
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.	Students are required to complete case studies, participate in IEP simulations and reading assignments related to the different exceptionalities, specialized policies regarding the role of the family, screening, referral, and placement procedures for individuals with disabilities. Additionally, students are required to research specialized materials and assistive technology devices for learners with disabilities; know the importance and need for collaboration and consultation among special education and general education teachers in the integration of individuals with disabilities into the general curriculum and classroom. Through the use of case studies, students learn about differentiated instruction, methods, assessments, technologies, and other resources. These activities assist in preparing students to participate as a member of the Individualized Education Program Team.
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.	Teacher candidates taking the TSL courses engage in the completion of a variety of key tasks aimed at providing them with a discrete set of skills for working with students with limited English proficiency representing diverse cultures, ethnicities, languages, and first learning backgrounds. These key tasks are aligned with State of Florida standards for teaching English for Speakers of Other Languages (ESOL) to prepare teacher candidates for instructional engagement with English Language Learning (ELL) students in P-12 schools. Further, the key tasks align with national standards (WIDA) adopted by the state of Florida in the areas of supporting ELL oracy and

	literacy skills. Teacher candidates complete the key tasks as an extension of their field clinical experience basing each assignment on the specific needs of the ELL with whom they are working in their local cooperating schools.
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.	College of Education has Quality Assurance System in place to provide quality control of the whole operation of the College from applicants' admission to university and programs, candidates' progression and completion of the course works, internship, completion of the program, and the completers' impact on P-12 student learning and development by following University and College mission, vision and core values, by adopting its policy, procedures and regulations, and by using its resources and budgets for assurance The education faculty and prospective teachers are involved in a variety of activities that support the assurances listed above. Candidates are required to complete program portfolio with the artifacts, which are related to the mentioned Assurances. Candidates have the opportunity to practice in diverse settings. Student teaching candidates design and implement an action research study and present the findings via Power Point in an open forum at the end of the semester. Faculty and others discuss the results with them in a "professional conference format." The university supervisors and cooperating teachers are provided professional development and support through the Office of Field Clinical Placement.

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, NCATE/CAEP
Please specify other organization(s) that approved or accredited your programs.	N/A

USE OF TECHNOLOGY

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	Yes

improve teaching and learning	
Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction	Technology is woven through candidates' learning experiences. It is embedded in course assignments and student teaching. Candidates have to complete technology-enhanced lesson plans and apply technology to organize and integrate assessment information. Candidates are also engage in a range of activities requiring deep structured understandings of the interplay of technology and teaching.
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.	Technology is integrated in instruction and lesson plans which are major focus of the components of curricula and course syllabus. students are provided with a variety of technology to collect, manage and analyze data while preparing the lesson and modify the lesson with the data after teaching. Action research is another component of using technology to collect, manage and analyze the data for learning gains to improve teaching and learning in order to increase student academic achievement. Student have to complete e-portfolio which includes unit/lesson plans that emphasize technology as a method of instruction. Opportunities for integrating technology throughout other course-based field experiences include developing lesson plans and other key assignments that focus on instruction for English Language Learners.
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.	Candidates and completers of our programs must demonstrate the mastery of Florida Educators Accomplished Practices (FEAP) which are based upon and further describes three essential principles. 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.. Apply concepts from human development and learning theories; maintain a student-centered learning environment, that is safe, organized, equitable, flexible, inclusive and collaborative; utilize a deep and comprehensive knowledge of the subject taught to; use assessment and measurement
Include planning activities and a timeline if any of the four elements listed above are not currently in place.	N/A

ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (18-19)	2%
Teacher Shortage Area: Mathematics Goal (19-20)	2%
Teacher Shortage Area: Mathematics Goal (20-21)	2%
Teacher Shortage Area: Mathematics Goal Met? (18-19)	No
Teacher Shortage Area: Mathematics Goal Met? (19-20)	No
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (18-19)	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 (18-19)	Establish early prospective teacher identification initiatives through Florida secondary school programs such as teacher academies and content-specific (STEM, STEAM and Fine Arts) magnet schools. Systematize aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, organizing media campaigns at Florida secondary schools with teacher academies and content-specific (STEM, STEAM and Fine Arts) magnet schools. Seek financial aid, including fellowships, scholarships, and forgivable loans to new and current students. Provide social and economic support, including improving FTCE test-taking skills and providing academic counseling and tutoring.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	Establish early prospective teacher identification initiatives through Florida secondary school programs such as teacher academies and content-specific (STEM, STEAM and Fine Arts) magnet schools. Systematize aggressive recruitment activities, such as holding orientations, recruiting transfer students from two-year colleges, organizing media campaigns at Florida secondary schools with teacher academies and content-specific (STEM, STEAM and Fine Arts) magnet schools. Seek financial aid, including fellowships, scholarships, and forgivable loans to new and current students. Provide social and economic support, including improving FTCE test-taking skills and providing academic counseling and tutoring.
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	The College of Education at Florida A&M University is in the initiatory phase of implementing a recruitment plan for all of its academic programs. Being that STEM education is an emphasis in the University's Strategic Plan, one proposed plan is to develop symbiotic relationships with Deans/Colleges across the university to promote STEM Teacher Education to students who desire to switch their majors. Through the attainment of proper funding and resources, it is our goal to build this program into one of the most successful Mathematics Teacher Preparation Program in the State of Florida.
Teacher Shortage Area: Science Goal (2018-19)	2%
Teacher Shortage Area: Science Goal (2019-2020)	2%
Teacher Shortage Area: Science Goal (2020-2021)	2%
Teacher Shortage Area: Science Goal Met? (2018-2019)	No
Teacher Shortage Area: Science Goal Met? (2019-2020)	No
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2018-19)	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 (2018-19)	We will continue to strengthen recruitment efforts and seek various external funding opportunities (grants) and scholarship to recruit a diverse population of students to study Science Education at Florida A&M University. As member of the SLS educator team have access to freshman students who have not decided on their educational goals. Have introduced SLS students to the opportunities in the College of Education as well as Science Education opportunities. Participated in Presidential tour for the College of Education as well as Science Education teachers.

Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2019-2020)	We will continue to strengthen recruitment efforts and seek various external funding opportunities (grants) and scholarship to recruit a diverse population of students to study Science Education at Florida A&M University. As member of the SLS educator team have access to freshman students who have not decided on their educational goals. Have introduced SLS students to the opportunities in the College of Education as well as Science Education opportunities. Participated in Presidential tour for the College of Education as well as Science Education teachers.
Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.	The College of Education at Florida A&M University is in the initiatory phase of implementing a recruitment plan for all of its academic programs. Being that STEM education is an emphasis in the University's Strategic Plan, one proposed plan is to develop symbiotic relationships with Deans/Colleges across the university to promote STEM Teacher Education to students who desire to switch their majors. Through the attainment of proper funding and resources, it is our goal to build this program into one of the most successful Science Teacher Preparation Program in the State of Florida.
Teacher Shortage Area: Special Education Goal (2018-19)	We will continue to strengthen recruitment efforts and seek various external funding opportunities (grants) and scholarship to recruit a diverse population of students to study Science Education at Florida A&M University. As member of the SLS educator team have access to freshman students who have not decided on their educational goals. Have introduced SLS students to the opportunities in the College of Education as well as Science Education opportunities. Participated in Presidential tour for the College of Education as well as Science Education teachers.
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 Met? (2018-19)	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 (2018-19)	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 (2018-19)	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 (2018-19)	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 Met? (2018-19)	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 (2018-19)	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 (2018-19)	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