

**Florida Department of Education
Bureau of Educator Recruitment and Professional Development**

**Institutional Program Evaluation Plan 2002
Checklist**

Submitted: June, 2003

Institution: Florida International University

Part I. Evaluation Section (Plan Update):

Standard	Changes Made	Brief Summary of Changes Made to Evaluation Section (if any)
1	<input type="checkbox"/> Yes <input type="checkbox"/> No	The college is continuing to develop the Candidate-Graduate Performance Assessment System (CG-PAS) electronic portfolio system that will serve as the management system for determination of FEAP mastery for all teacher education programs. The system will also serve as the repository for data related to students' completion of all FEAPs.
2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.1	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.2	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.3	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3.4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part II. Data Section (Annual Report):

According to Section 240.529(4)(e), Florida Statutes, (new Section 1004.04(4)(c), Florida Statutes), which requires that each institution conduct an annual review of all state-approved educator preparation programs, the College has used the Continued Program Approval Standards and the Standard 3 Mandates as a guide to review compliance in the 2001-2002 academic year. The institution developed and filed accurate and detailed records of the institutional annual review for the five-year review by the Site Visit Team. For the on-site review in Year 5, the college will prepare an assessment of compliance report addressing all standards.

For several standards, updated information is provided below.

Standard 2: Performance on the Florida Teacher Certification Examination

□ Pass rates

Table 1. FTCE Data (from 1998-1999 standard report)

DOE Prog. Code #	Program Title	# of 1998-99 Program Completers	# Taking Exam	# Passing Exam	% Passing Exam
114	Art K-12	20	19	19	100
131	Elementary Education 1-6	185	154	153	99
212	Reading K-12	49	3	3	100
221	SLD K-12	38	32	32	100
232	Varying Exc. K-12	40	4	4	100
277	Physical Education K-8	5	5	5	100
278	Physical Education 6-12	20	10	8	80
286	English 6-12	29	22	20	91
287	Mathematics 6-12	16	15	15	100
288	Biology 6-12	4	2	2	100
289	Chemistry 6-12	1			
293	Social Science 6-12	25	18	16	89
301	Home Economics 6-12	1			
304	Guidance/Counseling PK-12	1	1	1	100
310	French K-12	1	1	1	100
311	Spanish K-12	3	2	1	50
321	Elementary Education 1-6 / Primary Education K-3	2			
325	Mentally Handicapped K-12	34	16	16	100
330	School Psychology PK-12	2	1	1	100

□ Deviations

- Three programs did not meet the requirement for 1998-99 standard report. These programs are: Physical Education 6-12 (80%), Social Science Education (89%) and Spanish Education (50%).
- These programs, like all FIU teacher preparation programs, have been thoroughly reviewed and assessed to address deficiencies. It was determined that physical education graduates were struggling with the professional portion of the test more than the content portion. However, in order to increase the effectiveness of the programs in general, the decision was made to consolidate the K-8 and 6-12 Physical Education programs into one program, called Physical Education K-12. The four science programs also have been consolidated into one, Science Education.
- It is now a COE requirement that all teacher education candidates who enrolled in the college since fall 2001 must pass the Florida Teacher Certification Examination before they can graduate.

Standard 5: Satisfaction of Employing Districts

□ Satisfaction

- The College is in compliance, with 92% of employers expressing satisfaction with program graduates, which means the vast majority of the employers who responded to the survey indicated that the FIU alumni in their employ were “highly effective” or “effective” in the demonstration of the 12 Florida Educator Accomplished Practices.
- Tables 2 and figure 1 show a summary of the results for 2000-2001 and 1999-2000 graduates.

Table 2. Employers’ Satisfaction Survey Results: Initial Teacher Preparation

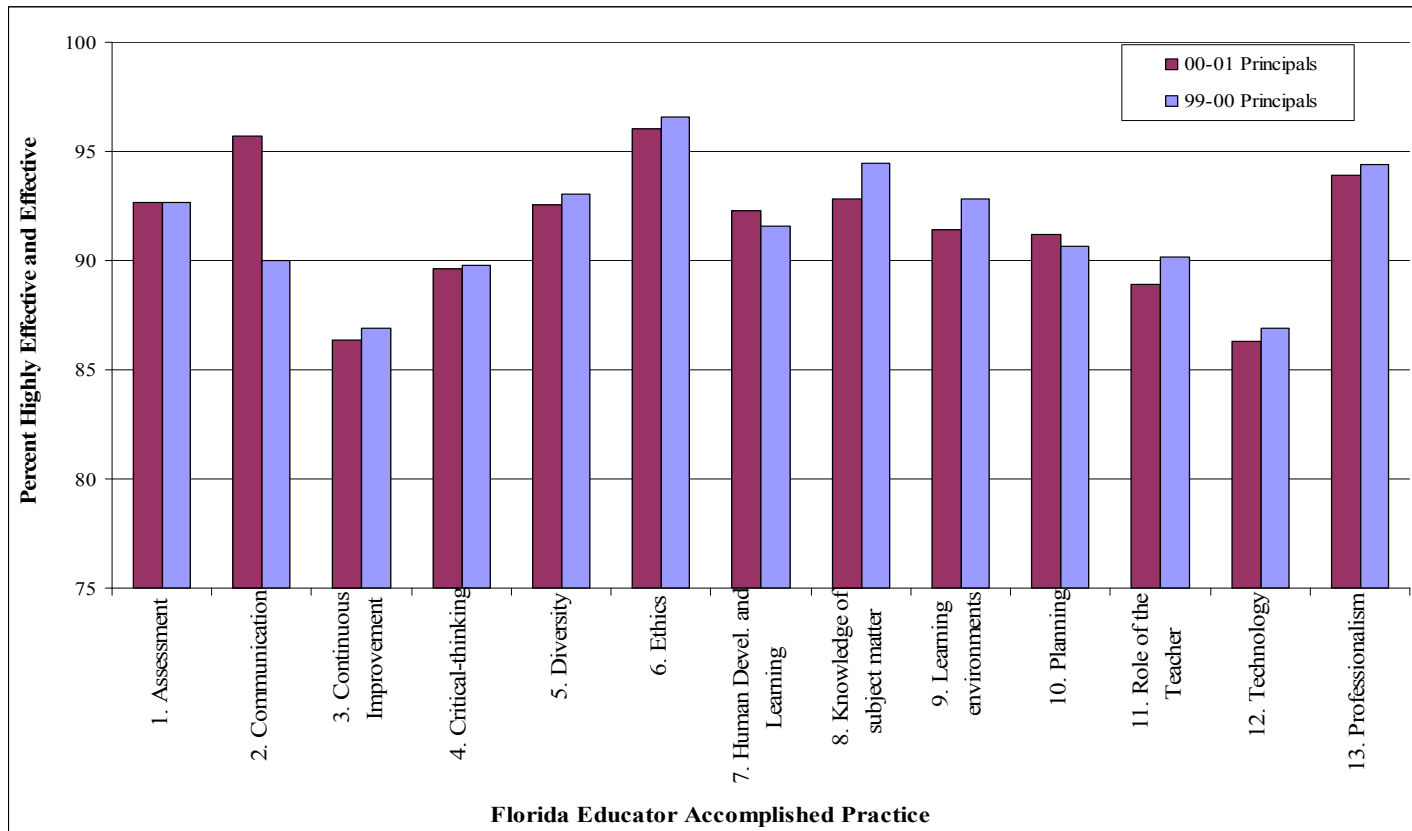
Florida Educator Accomplished Practices	Employer of 99-00 Graduates %*	Employers of 00-01 Graduates %*
1. Assessment	93	93
2. Communication	90	96
3. Continuous Improvement	87	86
4. Critical Thinking	90	90
5. Diversity	93	93
6. Ethics	97	96
7. Human Development and Learning	92	92
8. Knowledge of subject matter	94	93
9. Learning environments	93	91
10. Planning	91	91
11. Role of the Teacher	90	89
12. Technology	87	86
13. Professionalism	94	94

*Percent of Employers that responded “Effective” or “Highly Effective”

UPDATE THE DATA FOR 2000-2001 GRADS

UPDATE THE GRAPH FOR 2000-2001 GRADS

Figure 1. Employer Satisfaction Survey Results



The same data was collected for programs at the graduate level including feedback from graduates and employers. This information is summarized in table 3 and figure 2. As with the undergraduate programs, high levels of satisfaction with preparation is seen.

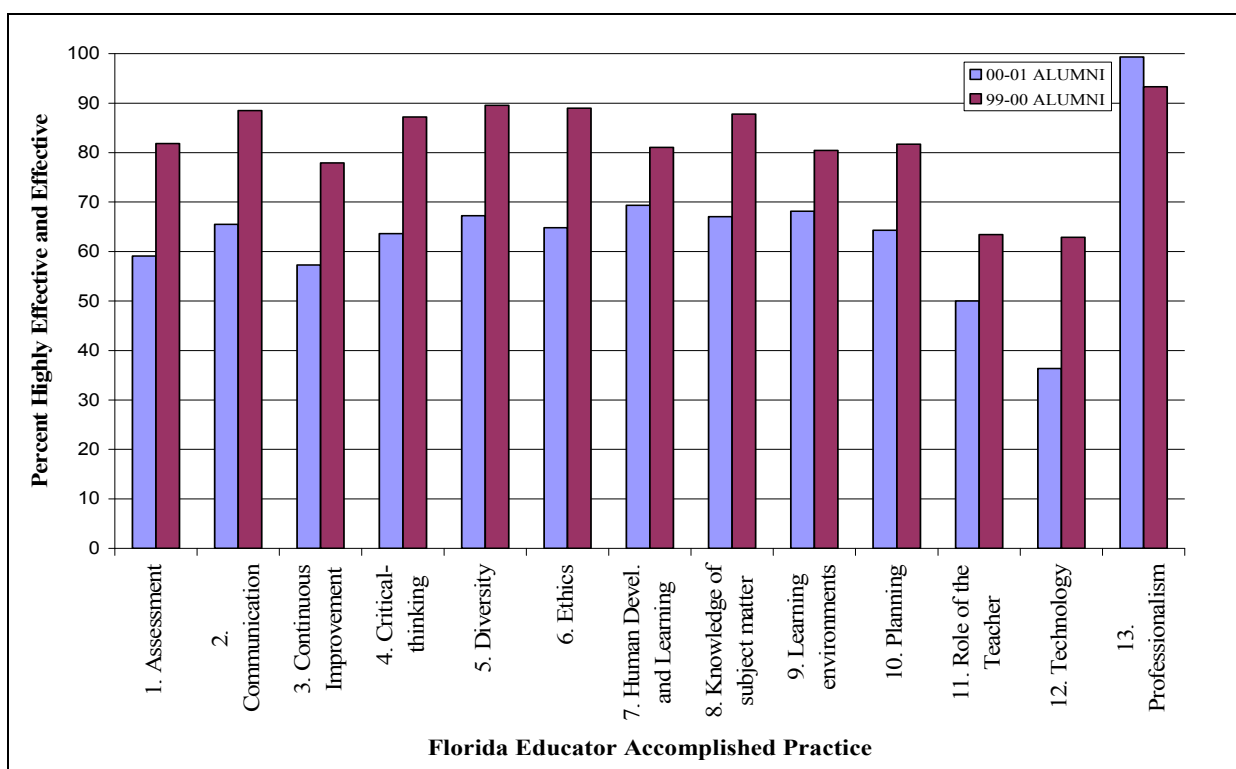
Table 3. Alumni Program Satisfaction Survey Results for Alternate Master’s Programs and Initial Certification Programs

Florida Educator Accomplished Practices	99-00	00-01
	Graduates	Graduates
	%*	%*
1. Assessment	82	59
2. Communication	88	65
3. Continuous Improvement	78	57
4. Critical Thinking	87	64

5. Diversity	90	67
6. Ethics	89	65
7. Human Development and Learning	81	69
8. Knowledge of subject matter	88	67
9. Learning environments	80	68
10. Planning	82	64
11. Role of the Teacher	63	50
12. Technology	63	36
13. Professionalism	93	99

* Percent of Employers that responded “Effective” or “Highly Effective”

Figure 2. Alumni Program Satisfaction Survey Results for Alternate Master’s Programs and Initial Certification Programs



□ Eligibility for Rehire

- Overall, 91% of program graduates were rehired or eligible for rehire, in compliance with state law.

Part III.A. Improvement Section (Report):

See attached list of improvements made during 2001-2002 academic year.

Standard 1: Demonstration of Knowledge and Skills at the Point of Program Completion

The alumni program satisfaction survey results for initial teacher preparation programs were, once again, favorable. Table 3 indicates that in all 12 accomplished practices areas, and the additional area added by the COE, the majority of respondents indicated that the college was “effective” or “highly effective” in preparing them to demonstrate the accomplished practice. In 9 of the 12 areas, a higher percentage of 2000-2001 graduates than 1999-2000 graduates indicated there were satisfied with the preparation they received.

Table 3. Alumni Program Satisfaction Survey Results for Initial Teacher Preparation Programs

Florida Educator Accomplished Practices	99-00 %* Graduates	00-01 %* Graduates
1. Assessment	73	80
2. Communication	85	89
3. Continuous Improvement	60	73
4. Critical Thinking	84	76
5. Diversity	84	83
6. Ethics	88	90
7. Human Development and Learning	80	86
8. Knowledge of subject matter	80	88
9. Learning environments	79	83
10. Planning	83	82
11. Role of the Teacher	67	77
12. Technology	65	79
13. Professionalism	85	87

* Percent of Alumni that responded “Effective” or “Highly Effective”

Part III.B. Improvement Section (Plan):

See attached list of the improvements planned for the institution for the academic year 2002-2003, organized by the Continued Program Approval Standards.

Appendix: Required Charts

Chart 2 Standard 3, Indicator 4

Program Completers Obtaining Full-time Teaching Employment within First Year of Graduation

# of 2000-2001 Program Completers	# of 2000-2001 Program Completers Hired in 2001-2002 per DOE Report	% of 2000-2001 Program Completers Hired in 2001-2002
525*	235	44.8%
395	235**	59.5%

* Of the 2000-2001 program completers included in this number, 395 completed an initial teacher preparation program.

Chart 3 Standard 3, Indicator 4

Average Length of Stay of 1998-99 Program Completers in their Full-Time Teaching Positions for a Three-Year Period-(School Years 1999-2001)

# of 1998-99 Program Completers	# Employed in 1999-2000 only	# Employed for only Two Years (1999-2000 and one other year)	# Employed for Three Years (1999-2000, 2000-2001, and 2001-2002)	Average Length of Stay
512	18	24	276	2.8

Chart 4 Standard 3, Indicator 4

Satisfaction of Employers with Program Completers Performance

# of 2000-2001 Program Completers	# of Employers Responding to Employer Satisfaction Survey	# of Employers Satisfied with Program Completers' Performance	% of Employers Satisfied with Program Completers' Performance
525	112	103	92%

**Chart 5
Standard 5**

Data on Rehirability

DOE Prog. Code #	Program	# 1999-00 Program Completers Hired in 2000- 01 per DOE Report	# 1999-00 Program Completers Rehired in 2001-02	# 1999-00 Program Completers Not Hired by Eligible for Rehire in 2001-02	#1999-00 Program Completers Not Eligible fro Rehire in 2001-02	% 1999-00 Program Completers Eligible for Rehire
114	Art Education	4	4	0	0	100%
131	Elementary Education	34	32	2	0	100%
202	Music	3	2	0	1	67%
212	Reading	36	33	2	1	97%
221	Specific Learning Disabilities	20	17	0	3	85%
232	Varying Exceptionalities	39	35	2	4	95%
235	Vocational Education	1	1	0	0	100%
277	Physical Education (k-8)	5	5	0	0	100%
278	Physical Education (6-12)	5	5	0	0	100%
286	English	4	3	0	1	75%
287	Mathematics	4	3	1	0	100%
288	Biology	8	7	0	1	88%
293	Social Science	11	11	0	0	100%
301	Home Economics	1	1	0	0	100%
304	Guidance Counseling	7	7	0	0	100%
309	Emotionally Handicapped	3	2	0	1	67%
311	Spanish	2	2	0	0	100%
325	Mentally Handicapped	32	26	2	4	88%
330	School Psychologist	2	2	0	0	100%
332	Specific Learning Impairment	2	1	0	1	50%
338	ESOL	13	11	2	0	100%
346	Elem Ed ESOL Endorsement	39	34	1	4	90%

Certification:

(To be completed by the Dean or Director of Teacher Education)

In accordance with the requirements of Section 240.529, Florida Statutes, (new Section 1004.04, Florida Statutes) all initial educator preparation programs have been reviewed to determine compliance with the Continued Program Approval Standards, and the results of the review are as follows:

Standard	Programs in Compliance	Explanation for Programs Not in Compliance (if any)
1	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
2	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
3.1	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
3.2	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
3.3	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
3.4	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
4	<input type="checkbox"/> All <input type="checkbox"/> Some or None	
5	<input type="checkbox"/> All <input type="checkbox"/> Some or None	

I certify that the data provided in this IPEP are accurate.

Dean or Director:

Typed Name

Signature

Date