



TITLE II ITP REPORT

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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

UNDERGRADUATE REQUIREMENTS

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

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	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	No
Essay or Personal Statement - Entry	No
Essay or Personal Statement - Exit	No
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 minimum GPA required for completing the program?	2.5
What undergraduate requirements, if any, were modified as a result of COVID-19 for Summer 2020-Spring 2021? If applicable, please include any modification 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 - Entry	No
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 minimum GPA required for completing the program?	NA
What postgraduate requirements, if any, were modified as a result of COVID-19 for Summer 2020-Spring 2021? If applicable, please include any modification to program exit requirements as well.	N/A

ADMISSION REQUIREMENTS

SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	235
Average number of clock hours required for student teaching	525
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)	12
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	232
Number of students in supervised clinical experience during this academic year	232
Please provide any additional information about or descriptions of the supervised clinical experiences	Students are assigned field supervisors for each practicum experience, as well as internship. In addition to their Field Supervisor, interns are also assigned a reading supervisor if they are ESE or ELED majors since they will be reading endorsed once they graduate.

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.

Students were allowed to record lessons either online or in the field due to COVID restrictions. Some field experiences and several other SBH were changed to alternate assignments for students in Summer 2020, Fall 2020 and Spring 2021.

ASSURANCES

<p>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</p>	<p>Yes</p>
<p>The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.</p>	<p>Yes</p>
<p>Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.</p>	<p>Yes</p>
<p>Prospective general education teachers receive training in providing instruction to students with disabilities.</p>	<p>Yes</p>
<p>Provide a description of the activities that prepare general education teachers to teach students with disabilities effectively.</p>	<p>The Nature and Needs of Exceptional Students (EEX 3012) course is an introduction to the characteristics of students with exceptionalities. Learning opportunities are given to candidates to implement teaching strategies within the framework of Universal Design for Learning. Candidates learn to analyze the effects of state and federal legislation on current instructional practices by identifying, comparing, and reflecting on the impact through authentic experiences. To reinforce candidates' understanding, while in their experience, each applies analysis to observable data collected on teaching practices and content. Candidates detail the impact of teaching and learning and recommend the implementation of teaching strategies and levels of support for individuals with exceptionalities.</p>
<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.</p>	<p>The ITP licensure program incorporates and prepares candidates to be members of the community, advocate and join professional organizations to support the diverse needs of students with varying exceptionalities.</p>
<p>Does your program prepare special education teachers?</p>	<p>Yes</p>
<p>If yes, provide a description of the activities that prepare special education teachers to teach students with disabilities effectively.</p>	<p>The combined EEX courses related to the pedagogy of teaching students with disabilities, along with clinical experiences, allow candidates to teach in the area of exceptional student education. Candidates learn the characteristics of students with exceptionalities, the implementation of teaching strategies and learning opportunities within the framework of Universal Design for Learning, and the educational management of exceptional students with an emphasis on behavior management. Candidates are also made knowledgeable on curriculum alignment, assessment of the learning, and technologies available to teach students with exceptionalities.</p>
<p>If yes, provide a description of the activities that prepare special education teachers to</p>	<p>Each course in the scope and sequence of the Exceptional Student</p>

participate as a member of individualized education program teams, as defined in section 314(d)(1)(B) of the Individuals with Disabilities Education Act.	Education (ESE) licensure program incorporates and prepares candidates to be a member of the community, advocate and join professional organizations to support the diverse needs of students with varying exceptionalities.
If yes, provide a description of the activities that prepare special education teachers to effectively teach students who are limited English proficient.	Candidates within the ESE program receive an ESOL endorsement: learning the issues, applying the principles, and examining practices of teaching English to speakers of other languages using the five ESOL domains.
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.	Candidates within the general education program receive an ESOL endorsement: learning the issues, applying the principles, and examining practices of teaching English to speakers of other languages using the five ESOL domains.
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 College of Education's faculty works with the Advisory Board of SPC, in part comprised of local K-12 district leaders, to design curriculum and develop experiences that are responsive to the needs of local districts as well as the state of Florida. Supporting and creating for every candidate, in an initial teacher preparation program, opportunities to develop and practice their skills, knowledge, and dispositions through experiences representative of our P-12 students.

ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
Are your teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation (CAEP)?	No
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.	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	The College of Education recommends candidates complete an Introduction to Educational Technology (EME 2040) course, where they have the opportunity to learn ethical responsibilities and the identification of effective educational technology, contemporary methods, integration, and appropriate technology strategies for the classroom.
Provide a description of the evidence that your program uses to show that it prepares teachers	Candidates in EME 2040 have opportunities to identify and analyze teaching methods associated with instructional technologies. This

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.	requirement is met through such practices as explaining educational implications, describing characteristics of digital tools, distinguishing how technology is used in assessment, and providing examples of how technology changes the way educators teach and students learn.
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 learn and demonstrate the Universal Design for Learning (UDL) principles by way of opportunities to integrate collaborative technologies that support professional and cohesive discourse. Candidates can describe appropriate digital media and other cumulative tools to be used by teachers, students, parents, and administrators in and out of educational settings.
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 (2020-21)	To continue efforts to increase teachers certified in the identified critical teacher shortage area.
Teacher Shortage Area: Mathematics Goal Met? (2020-21)	Yes
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2020-21)	The College of Education Equity, Diversity, and Inclusion Committee has been collaborating with the St. Petersburg College Marketing Department to continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	Strengthen internal marketing strategies.
Teacher Shortage Area: Mathematics Goal (2021-22)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Mathematics Goal (2022-23)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	N/A

Teacher Shortage Area: Science Goal (2020-21)	To continue efforts to increase teachers certified in the identified critical teacher shortage area.
Teacher Shortage Area: Science Goal Met? (2020-21)	Yes
Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2020-21)	The College of Education Equity, Diversity, and Inclusion Committee has been collaborating with the St. Petersburg College Marketing Department to continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	Strengthen internal marketing strategies.
Teacher Shortage Area: Science Goal (2021-22)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Science Goal (2022-23)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Special Education Goal (2020-21)	To continue efforts to increase teachers certified in the identified critical teacher shortage area.
Teacher Shortage Area: Special Education Goal Met? (2020-21)	Yes
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2020-21)	The College of Education Equity, Diversity, and Inclusion Committee has been collaborating with the St. Petersburg College Marketing Department to continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	Strengthen internal marketing strategies.
Teacher Shortage Area: Special Education Goal (2021-22)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Special Education Goal (2022-23)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2020-21)	To continue efforts to increase teachers certified in the identified critical teacher shortage area.
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2020-21)	Yes

Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2020-21)	The College of Education Equity, Diversity, and Inclusion Committee has been collaborating with the St. Petersburg College Marketing Department to continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2020-21)	Strengthen internal marketing strategies.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2021-22)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
Teacher Shortage Area: Instruction of limited English proficient students Goal (2022-23)	To continue efforts to increase teachers certified in the identified critical teacher shortage area in a way that mirrors the demographics of our students and increase both ethnic and gender diversity.
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 Summer 2020-Spring 2021 cohort?	Due to social-distancing and testing capacity protocols, some students were not able to secure testing appointments within their expected time frame. This, in addition to the overall anxiety surrounding COVID-19 contributed to performance on the FTCEs.
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