STATE BOARD OF EDUCATION
AGENDA

Gary Chartrand, Chair
John R. Padget, Vice Chair
Ada G. Armas
John A. Colon
Marva Johnson
Rebecca Fishman Lipsey
Andy Tuck
April 10, 2014
Department of Education
Turlington Building
325 West Gaines Street, Suite 1703/07
Tallahassee, FL 32399

3:00 p.m.	**Call to Order**	**Chair Gary Chartrand**
	Welcome **Introductions**	**Commissioner Pam Stewart**
3:10 - 3:30	**1. What is good teaching?**	**Janet Gless, Chief Officer, Programs and Partnerships, New Teacher Center**
3:30 - 3:45	**2. How does someone become a teacher in Florida?**	**Eileen McDaniel, Chief, Educator Recruitment, Development, & Retention**
3:45 - 4:05	**3. What progress has Florida made on improving new educator quality while also ensuring access?**	**Kathy Hebda, Chief of Staff and Phil Canto, Bureau Chief, Postsecondary Assessment**
4:05 - 4:35	**4. What are some of the promising practices related to educator preparation in Florida?**	**Dr. Carrie Straub, Professor, University of Central Florida**
4:35 - 5:05	**5. What are some of the promising practices related to educator preparation in the U.S.?** **What works in terms of statewide implementation of reforms?**	**Dr. Arthur Levine, President, Woodrow Wilson National Fellowship Foundation**
5:05 - 5:25	**6. What are the most significant opportunities to improve educator preparation still in front of us and how are we thinking about them?**	**Brian Dassler, Deputy Chancellor for Educator Quality**
5:25 - 5:45	**What are Florida's next steps?**	**State Board Discussion**
Concluding Remarks		**Chair Gary Chartrand**

Speakers

Janet Gless is the Chief Programs and Partnerships Officer of New Teacher Center (NTC), a national educational non-profit dedicated to improving student learning through the acceleration of new teacher effectiveness. A New Teacher Center co-founder, Janet has guided NTC's programmatic growth since the Center's inception in 1998; NTC's induction approach currently reaches over 25,000 novice teachers each year. Janet brings over 35 years experience to her work at the New Teacher Center – as a classroom teacher, mentor, induction program coordinator, professional developer, state policymaker, and university instructor.

For the past five years, **Eileen McDaniel** has been serving the Department of Education as Bureau Chief for Educator Recruitment, Development and Retention. Under her leadership, this office provides assistance, monitoring and oversight of the over 600 state-approved teacher and school leader preparation programs in Florida. She is a former elementary teacher, reading specialist and school principal with over 30 years in education.

Kathy Hebda is Chief of Staff for the Florida Department of Education. Prior to her current role, Kathy served as Deputy Chancellor for Educator Quality and Bureau Chief for Educator Recruitment, Development and Retention. Kathy began her career at the Department of Education after teaching middle school in Florida and Georgia.

Phil Canto currently serves as Bureau Chief for the Florida Department of Education's Bureau of Postsecondary Assessment. In this capacity he leads the development, administration, scoring and reporting for all of the FTCE/FELE examinations. For the past fifteen years he has been heavily involved in managing and developing programs in adult learning, training and assessment at the state and local levels."

Dr. Carrie Straub is the Research Director of TeachLivE National Research Project at the University of Central Florida. A collaboration with over 30 university/school district partnership sites, this project will impact secondary science and mathematics teachers across the country. Dr. Straub was a special education teacher for eight years, specializing in youth with learning disabilities and behavioral disorders. She currently serves as a board member of Performing Arts Educators, a non-profit, educational production company which brings youth to perform in iconic venues such as Carnegie Hall, Lincoln Center, Kennedy Center, and the Olympics.

Arthur Levine is the sixth president of the Woodrow Wilson Foundation. Before his appointment at Woodrow Wilson, he was president and professor of education at Teachers College, Columbia University. He also previously served as chair of the higher education program, chair of the Institute for Educational Management, and senior lecturer at the Harvard Graduate School of Education.

Brian Dassler is the Deputy Chancellor for Educator Quality for the Florida Department of Education. Brian was most recently the Chief Academic Officer for the New Orleans Center for Creative Arts, Louisiana's arts conservatory for high school students, one of the highest performing open enrollment high schools in Louisiana, and was the founding principal of KIPP Renaissance High School. Brian started his career teaching English at Stranahan High School, where he was named Broward County Teacher of the Year in 2007.

New Teacher Center

What is good teaching?

April 10, 2014

Janet Gless, Chief Officer
Progams & Partnerships


when we focus
on teachers,
our students
succeed

Outcomes

- Recognize the complexities of developing and assessing good teaching practice
- Analyze and assess level(s) of practice against professional standards

New Teacher Center

Based on your experience …

How do *you* describe good teaching?

New Teacher Center

Warm-Up Video

New Teacher Center

NTC's Core Capabilities

1. Establishes and maintains a **culture** of safety, respect, and rapport
2. Knows how to make **content accessible** to all learners
3. **Plans standards-based instruction** and **formative assessments** for transfer and independence
4. Uses a **variety of instructional strategies** to meet different student needs, develop student competencies, and achieve instructional purposes
5. Engages, challenges, and deepens conceptual understanding through **critical thinking, complex problem-solving,** academic discussions, and student reflection
6. **Analyzes student performance** to determine the impact of instruction on student learning, provides feedback, and plans instructional next steps
7. **Collaborates** with colleagues, resource personnel, and families to support student learning

New Teacher Center

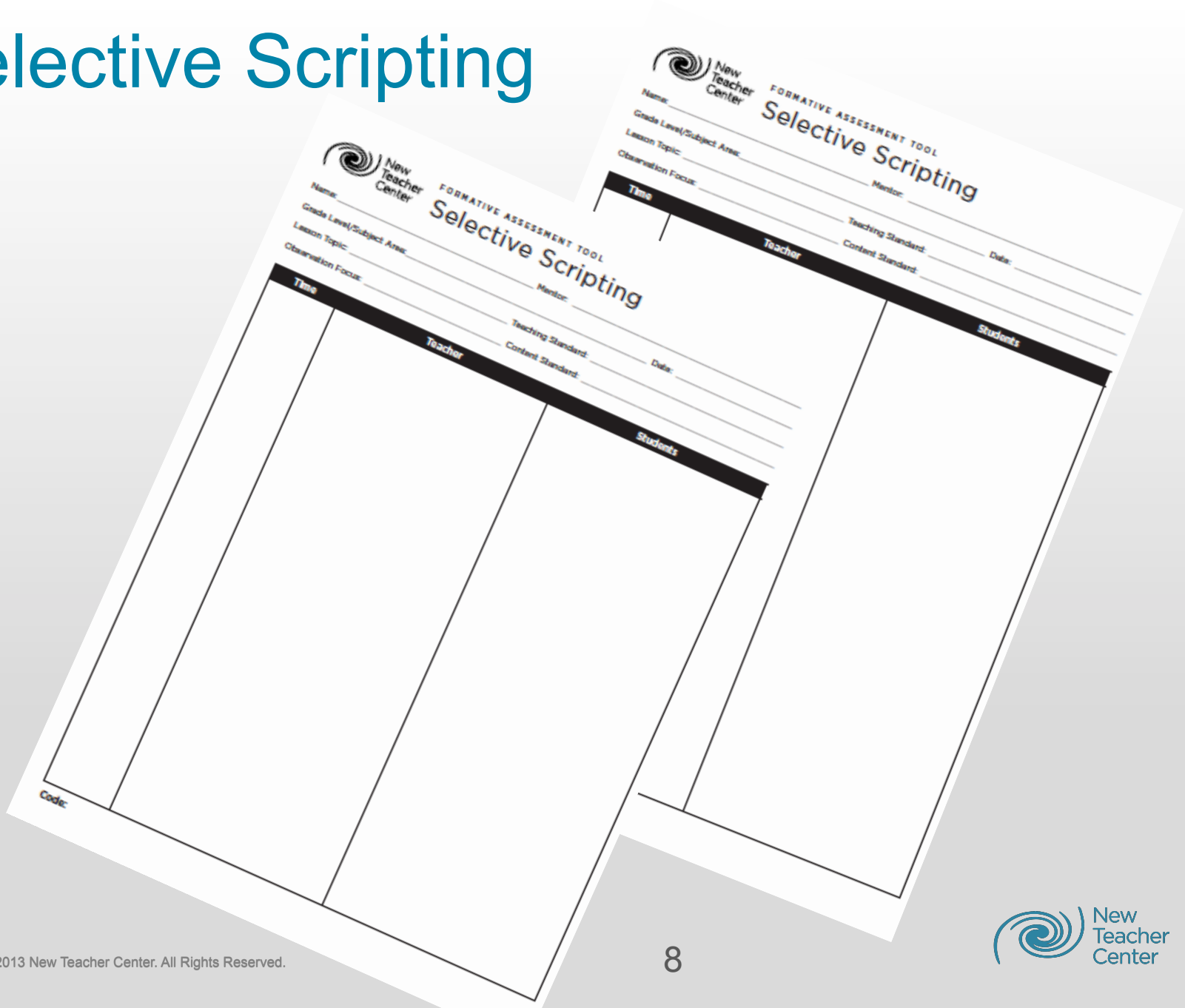
Collecting Observation Data

To what degree does Rob …

Core Capability: *Use a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes?*

New Teacher Center

Selective Scripting



New Teacher Center

Rob's Classroom

New Teacher Center

Calibrating the Data

Discuss evidence you collected with your tablemates.

4 min.

Norms for Evidence Discussion

- *Listen to understand*
- *Take ownership of the process, not the teacher's practice*
- *Let the evidence do most of the talking*
- *Remember that one piece of evidence can represent multiple teaching practices*
- *Focus on our collective learning*

New Teacher Center

Mapping to Marzano's Art and Science of Teaching Framework

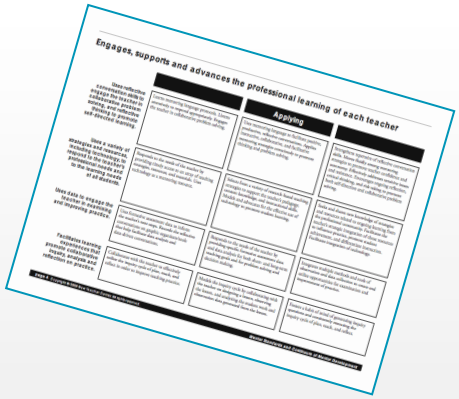
Provide a ranking for the teacher's practice using the scale from 1 to 15.

New Teacher Center Core Capability #4:
Uses a variety of instructional strategies to meet different student needs, develop student competences, and achieve instructional purposes

Rating	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	-	▪	+	-	▪	+	-	▪	+	-	▪	+	-	▪	+
~~Marzano's~~ Framework	Not Using			Beginning			Developing			Applying			Innovating		
DQ5.26 Managing response rates	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses response rate techniques to maintain students' engagement in questions, but the majority of students are not monitored for the desired effect of the strategy			Uses response rate techniques to maintain students' engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		
DQ5.28 Maintaining a lively pace	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses pacing techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy			Uses packing techniques to maintain students' engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		
DQ8.36 Understanding students' interests and backgrounds	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses students' interests and background during interactions with students, but the majority of students are not monitored for the desired effect of the strategy			Uses students' interests and background during interactions with students and monitors for evidence of the sense of community in the classroom among the majority of students			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		

New Teacher Center

Calibrating the Data



PROCESS

A. Individual assessment – Scale 1 to 15
B. Table share for consensus
C. Group discussion of evidence (if needed)
D. Final table discussion and poll

New Teacher Center

Why Calibrate?

- To increase collective understanding of teaching practice in relation to standards
- To ensure consistent interpretation of performance levels
- To become quality assessors of teaching practice in order to identify gaps and target areas of growth
- To ensure consistent messaging to teachers regarding standards and expectations
- To show reliable measures of growth over time

New Teacher Center

Reflecting on Our Learning

1. What did you appreciate about the conversation?
2. What was valuable about the calibration process?
3. What can you take away from this experience?

New Teacher Center

FORMATIVE ASSESSMENT TOOL

Selective Scripting

Teacher: _____ Mentor: _____

Grade/Class: _____ Date: _____

Lesson Topic: _____ Focus: _____

Time	Teacher	Students

New Teacher Center Core Capability #4: Uses a variety of instructional strategies to meet different student needs, develop student competences, and achieve instructional purposes															
Rating	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	-	=	+	-	=	+	-	=	+	-	=	+	-	=	+
Marzano's Framework	Not Using			Beginning			Developing			Applying			Innovating		
DQ5.26 Managing response rates	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses response rate techniques to maintain students' engagement in questions, but the majority of students are not monitored for the desired effect of the strategy			Uses response rate techniques to maintain students' engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		
DQ5.28 Maintaining a lively pace	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses pacing techniques to maintain student engagement in questions, but the majority of students are not monitored for the desired effect of the strategy			Uses packing techniques to maintain students' engagement in questions and monitors for evidence of the extent to which the techniques keep the majority of students engaged			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		
DQ8.36 Understanding students' interests and backgrounds	Strategy was called for but not exhibited			Uses strategy incorrectly or with parts missing			Uses students' interests and background during interactions with students, but the majority of students are not monitored for the desired effect of the strategy			Uses students' interests and background during interactions with students and monitors for evidence of the sense of community in the classroom among the majority of students			Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evidence in all students		

Florida Department of EDUCATION

Educator Preparation in Florida:
Two Certificates
Ten Routes
80+ Institutions/Districts
500+ Programs

Eileen L. McDaniel, Bureau Chief
Educator Recruitment, Development and Retention

Florida Department of EDUCATION

What is the difference between a temporary and professional certificate?

Routes to a Florida Professional Certificate

WWW.FLDOE.ORG/EDCERT/PATHWAYS.ASP

Teacher Preparation Programs

Initial Teacher Preparation Program (ITP)

- Florida state-approved initial teacher preparation program at the undergraduate or graduate level **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/profdev/teachprep/teachprep.asp

District Professional Development Certification Program (PDCP)

- Florida state-approved District Professional Development Certification Program provided by Florida public school districts **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination
- Participants must hold a valid Florida Temporary Certificate and be employed as a classroom teacher in a Florida public school district.

http://www.altcertflorida.org/

Educator Preparation Institute (EPI)

- Florida state-approved Educator Preparation Institute (EPI) program at the post-baccalaureate level **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

www.teachinflorida.com

Out-of-State Approved Teacher Education Program (OSAP)

- Teacher preparation program from an out-of-state accredited or approved institution
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Certificate Reciprocity

Out-of-State Certificate (OSCRT)

- A valid standard certificate issued by another U.S. state or territory

http://www.fldoe.org/edcert/level1.asp

National Board for Professional Teaching Standards (NBPTS)

- A valid certificate issued by the National Board for Professional Teaching Standards

http://www.nbpts.org/florida

American Board for Certification of Teacher Excellence (ABCTE)

- A valid certificate issued by the American Board for Certification of Teacher Excellence **AND**
- An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate

http://www.abcte.org/teach/florida

Other Routes

College Teaching Experience (CTEXP)

- Two (2) semesters of college teaching experience **AND**
- A passing score on the Subject Area Exam.

Professional Training Option (PTO)

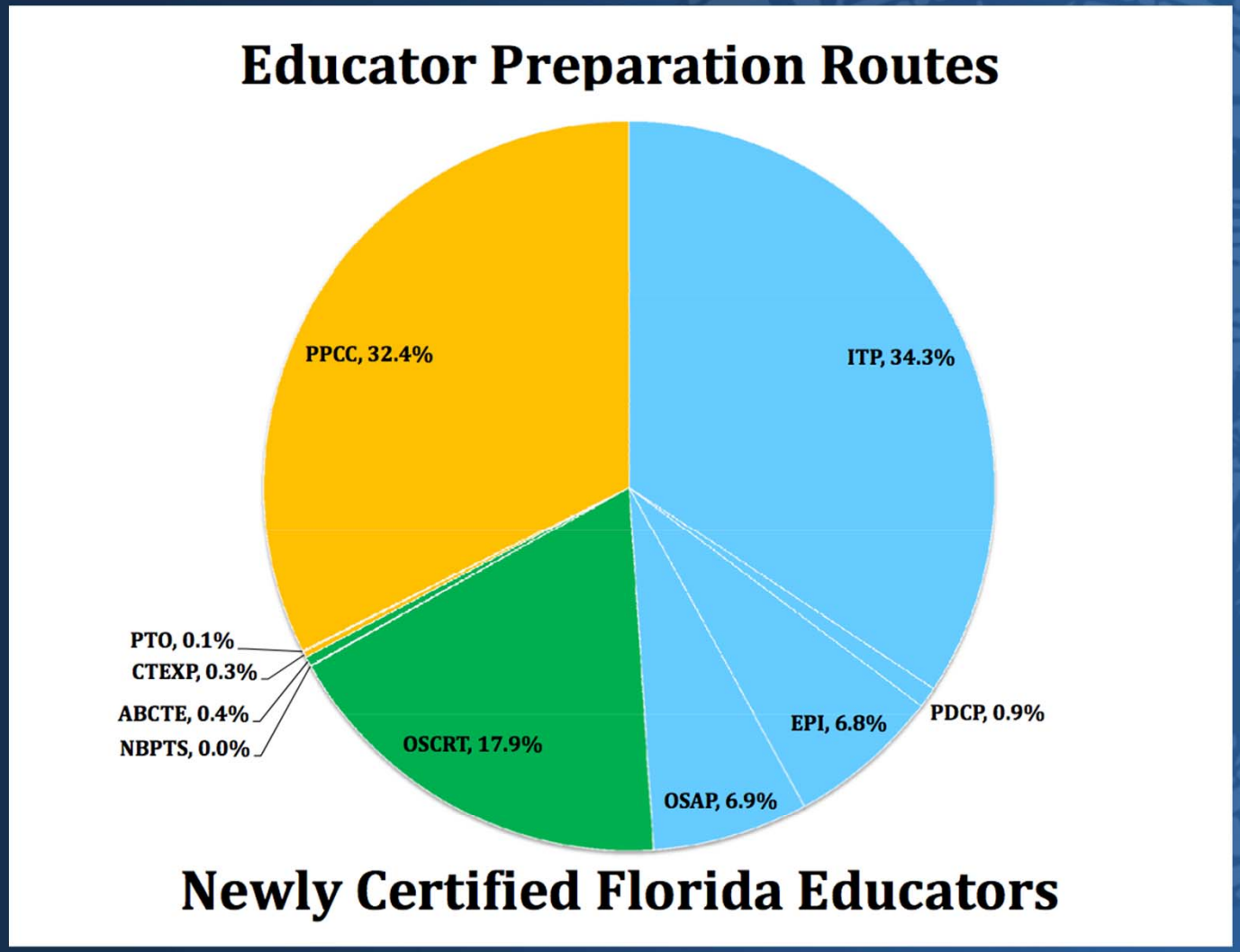
- Professional Training Option at the undergraduate or graduate level **AND all of the following:**
  - An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate.
  - One year of full-time teaching experience in an elementary or secondary public or state-approved private school **OR** six semester hours earned in a college student teaching or supervised internship
  - Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Professional Preparation- College Coursework Option (PPCC)

- A minimum of 15 semester hours of education courses as specified in State Board of Education Rule 6A-4.006 at an accredited college or university
- An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate.
- One year of full-time teaching experience in an elementary or secondary public or state-approved private school OR six semester hours earned in a college student teaching or supervised internship
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/edcert/mast_prof.asp

Florida Department of EDUCATION



Florida Department of EDUCATION

Initial Teacher Preparation Programs (Traditional)

5,300+ Completers/68% employed

59% Elementary Teachers

6% ESE

6% Math & Sciences

Florida Department of EDUCATION

School District Programs

- 600+ Completers/87% employed
- 13% Elementary Teachers
- 6% Exceptional Student Education
- 32% Math & Sciences

Educator Preparation Institutes

- 1100+ Completers/62% employed
- 33% Elementary Teachers
- 7% Exceptional Student Education
- 19% Math & Sciences

Routes to a Florida Professional Certificate

www.fldoe.org/edcert/pathways.asp

Teacher Preparation Programs

Initial Teacher Preparation Program (ITP)

- Florida state-approved initial teacher preparation program at the undergraduate or graduate level **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/profdev/teachprep/teachprep.asp

District Professional Development Certification Program (PDCP)

- Florida state-approved District Professional Development Certification Program provided by Florida public school districts **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination
- Participants must hold a valid Florida Temporary Certificate and be employed as a classroom teacher in a Florida public school district.

http://www.altcertflorida.org/

Educator Preparation Institute (EPI)

- Florida state-approved Educator Preparation Institute (EPI) program at the post-baccalaureate level **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

www.teachinflorida.com

Out-of-State Approved Teacher Education Program (OSAP)

- Teacher preparation program from an out-of-state accredited or approved institution
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Certificate Reciprocity

Out-of-State Certificate (OSCRT)

- A valid standard certificate issued by another U.S. state or territory

http://www.fldoe.org/edcert/level1.asp

National Board for Professional Teaching Standards (NBPTS)

- A valid certificate issued by the National Board for Professional Teaching Standards

http://www.nbpts.org/florida

American Board for Certification of Teacher Excellence (ABCTE)

- A valid certificate issued by the American Board for Certification of Teacher Excellence **AND**
- An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate

http://www.abcte.org/teach/florida

Other Routes

College Teaching Experience (CTEXP)

- Two (2) semesters of college teaching experience **AND**
- A passing score on the Subject Area Exam.

Professional Training Option (PTO)

- Professional Training Option at the undergraduate or graduate level **AND all of the following:**
  - An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate.
  - One year of full-time teaching experience in an elementary or secondary public or state-approved private school **OR** six semester hours earned in a college student teaching or supervised internship
  - Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Professional Preparation- College Coursework Option (PPCC)

- A minimum of 15 semester hours of education courses as specified in State Board of Education Rule 6A-4.006 at an accredited college or university
- An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate.
- One year of full-time teaching experience in an elementary or secondary public or state-approved private school OR six semester hours earned in a college student teaching or supervised internship
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/edcert/mast_prof.asp

Florida Department of EDUCATION

Focusing on Outcomes (That Matter)

Recent Changes to Educator Preparation Program Reporting and Approval

Kathy Hebda
Chief of Staff

Florida Department of EDUCATION

SB 1664 (2013)

- Major Changes:
  - Streamlined Uniform Core Curriculum in all types of Florida teacher preparation programs
  - Changed continued program approval requirements from input to outcome measures
  - Requires candidates' demonstration of impact on student learning prior to program completion
- Changes based on recommendations of the statewide Teacher and Leader Preparation Implementation Committee (TLPIC)

Florida Department of EDUCATION

SB 1664 (2013)

- Uniform Core Curriculum
  - Florida Educator Accomplished Practices
  - The state-adopted student content standards
  - Scientifically-researched reading instruction
  - Content literacy and mathematical practices
  - Strategies appropriate for instruction of English language learners
  - Strategies appropriate for instruction of students with disabilities

Florida Department of EDUCATION

SB 1664 (2013)

- Six Performance Metrics for Continued Approval
- Program level analysis of their completers' performance:
  - Placements rates in instructional positions
  - Retention rates of those placed
  - Student growth results
  - Personnel evaluation results
  - Completers' impact on student growth by subgroup
  - Program Production in Critical Teacher Shortage Areas

Florida Department of EDUCATION

Moving Forward in Florida

- Programs ensure candidates' ability to demonstrate learning growth, are evaluated on their candidates' performance and guarantee their product to school districts
- Programs have uniform curriculum content with flexibility in their delivery methods
- The public can view program performance annually
- Continued approval processes can be streamlined and more meaningful to programs

Florida Department of EDUCATION

Next Steps

- Report Cards
  - Issued for each program at each institution/school district
  - 6 outcome-based performance metrics
  - Calculations and format incorporate recommendations from TLPIC and a number of program deans, directors and faculty

Placement – Percentage of program completers who become employed in an instructional position in a Florida public school district (including public charter schools) their first or second year following program completion. Data include 2009-2010 completers employed in 2010-2011 or 2011-2012, the latest information available.

Number of Completers Placed	Percent of 2009-10 Completers Placed in an Instructional Position in 2010-11 or 2011-12	Statewide Mean for Placement Data within Program Code
427	92.83%	81.80%

Retention – Percentage of program completers continuously employed in an instructional position in a Florida public school district (or public charter schools) at the third year and fifth year marks. Data reported include 2008-2009 program completers continuously employed for three years (2009-2010, 2010-2011 and 2011-2012). Data for five years of continuous employment are not available until the 2013-2014 employment data are reported for this cohort.

Number of Completers Retained	Percent of 2008-09 Completers Retained in 2009-10, 2010-11, and 2011-2012	Statewide Mean for Retention Data within Program Code
217	76.14%	59.95%

Florida Department of EDUCATION

Next Steps

- State Board Rule 6A-5.066, FAC, Approval of Teacher Preparation Programs
  1. "How" programs apply for initial approval and the department will review programs
  2. Standards for "how" programs will demonstrate approval requirements are met
  3. Establish performance targets for each of the six continued approval metrics in law
- Should be before the board for consideration in June 2014

Sample Annual Program Performance Report

Florida recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education. In order to ensure the effective preparation of teachers, Florida statutes and State Board of Education rules hold teacher preparation programs accountable for producing graduates with the competencies and skills necessary to achieve the state education goals. To uphold this responsibility, the Florida Department of Education assembled a committee comprised of educational stakeholders to recommend an accountability system for teacher preparation programs. The recommended system included evidence of performance in six different areas that accounts for the performance of program completers. These six performance metrics include: placement, retention, value-added model (VAM) data, teacher evaluation data, student performance by subgroups, and critical teacher shortage area production. The sample annual program performance report was developed to report the progress and performance of teacher preparation programs in achieving the mission of Florida's educational system.

Institution Name:
Institution Number:
Institution Type:
Institution Contact Name:
Institution Contact Phone Number:
Institution Contact Email Address:
Institution Website:
Location:
Program Name: Elementary Education/ESOL/Reading
Program Code:494
Program Degree Level: Bachelor's

Note: Source of data is Florida Department of Education's Education Data Warehouse (EDW) as of March 5, 2013.

Continued Approval Period: The period of time that is required by State Board of Education rule (6A-5.066, FAC) for review and renewal of approval of a state-approved initial teacher preparation program. Under current rule, each Florida initial teacher preparation program is reviewed prior to initial approval and currently every seven years by a Department-appointed team of educators.

Initial Approval	Latest Approval	Approval Expires
2008		2015

Number of Completers (in years included in report): A completer is a student who has completed all Florida educator certification requirements established by Florida statutes and State Board of Education rules. A completer is typically a graduate of a teacher preparation program.

2008-2009	2009-2010	2010-2011	Total (over 3 years)
285	460	441	1186

Data on each Performance Metric

Placement – Percentage of program completers who become employed in an instructional position in a Florida public school district (including public charter schools) their first or second year following program completion. Data include 2009-2010 completers employed in 2010-2011 or 2011-2012, the latest information available.

Number of Completers Placed	Percent of 2009-10 Completers Placed in an Instructional Position in 2010-11 or 2011-12	Statewide Mean for Placement Data within Program Code
427	92.83%	81.80%

Retention – Percentage of program completers continuously employed in an instructional position in a Florida public school district (or public charter schools) at the third year and fifth year marks. Data reported include 2008-2009 program completers continuously employed for three years (2009-2010, 2010-2011 and 2011-2012). Data for five years of continuous employment are not available until the 2013-2014 employment data are reported for this cohort.

Number of Completers Retained	Percent of 2008-09 Completers Retained in 2009-10, 2010-11, and 2011-2012	Statewide Mean for Retention Data within Program Code
217	76.14%	59.95%

Performance of P-12 students on statewide assessments – Average value-added model (VAM) score of program completers one year following program completion; aggregated across three years (i.e., three cohorts of program completers). The three cohorts included program completers from 2008-2009, 2009-2010 and 2010-2011 who were employed in 2011-2012 and who received VAM scores. Not all program completers have VAM data; only completers who were teaching "in-field" were included.

To increase student learning growth through improving the quality of instructional practices and school leadership in Florida public schools, Race to the Top and Section 1012.34, Florida Statutes, require the use of student performance data as an element of a teacher evaluation system. Performance of a teacher's students is based upon data and indicators of student learning growth assessed annually and measured by statewide assessments. Florida adopted a value-added model which produces scores that represent an estimate of a teacher's impact on student learning, after accounting for other factors that may impact the learning process. The formula produces a predicted score for each student based on the factors included in the model. The difference between the students' predicted performance and the actual performance represents the value–added by the teacher's instruction. A score of "0" indicates that students performed no better or worse than expected based on the factors in the model. A positive score indicates that students performed better than expected. A negative score indicates that students performed worse than expected. For more information about Florida's value-added model (VAM), please visit http://www.fldoe.org/profdev/studentgrowth.asp.

Number of Completers with VAM Data in Reading	Average Reading VAM Data for 2008-09, 2009-10, and 2010-11 completers employed in an instructional position in 2011-2012	Statewide Mean Results for All Program Completers Reading VAM Data
295	-0.0551987	-0.0418434
Number of Completers with VAM Data in Math	**Average Math VAM Data for 2008-09, 2009-10, and 2010-11 completers employed in an instructional position in 2011-2012**	**Statewide Mean Results for All Program Completers Math VAM Data**
220	-0.0457531	-0.0709943

Student Performance by Subgroups – Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools. This metric applies only when a program has at least 10 completers, trained in-program, and teaching in-field. Data are available only for program completers who have Value-Added Model (VAM) data associated with them.

Student Subgroup	Reading Statewide Average of All Students	Reading Program Actual	Math Statewide Average of All Students	Math Program Actual
White	49.442%	48.395%	46.765%	48.449%
African American	46.690%	44.348%	43.962%	45.594%
Hispanic	50.177%	47.669%	46.733%	45.455%
Asian	52.988%	56.132%	52.553%	56.140%
Native American	46.041%	52.830%	47.449%	50.000%
Free/Reduced Lunch	47.209%	46.562%	45.604%	46.213%
Students with Disabilities	48.287%	47.059%	45.190%	42.922%
English Language Learners	48.759%	46.168%	46.755%	42.475%

Teacher Evaluation Data – Evaluation results of program completers employed in an instructional position in a Florida public school district; aggregated across three years (i.e., three cohorts of program completers). Data include 2008-2009, 2009-2010 and 2010-2011 program completers employed in 2011-2012.

	Number Evaluated	Percent Evaluated of Program's Completers
Total Number Evaluated	893	75.30%
Highly Effective	110	12.32%
Effective	762	85.33%
Needs Improvement	5	0.56%
3 Years - Developing	16	1.79%
Unsatisfactory	0	0.00%

Critical Teacher Shortage Area Data – Production of program completers in statewide critical teacher shortage areas as identified in Section 1012.07, Florida Statutes. Data reflect the percent of change in development of teachers in critical teacher shortage areas between 2010-2011 and 2011-2012. The metric only applies to programs identified as critical teacher shortage areas. All other programs receive not applicable.

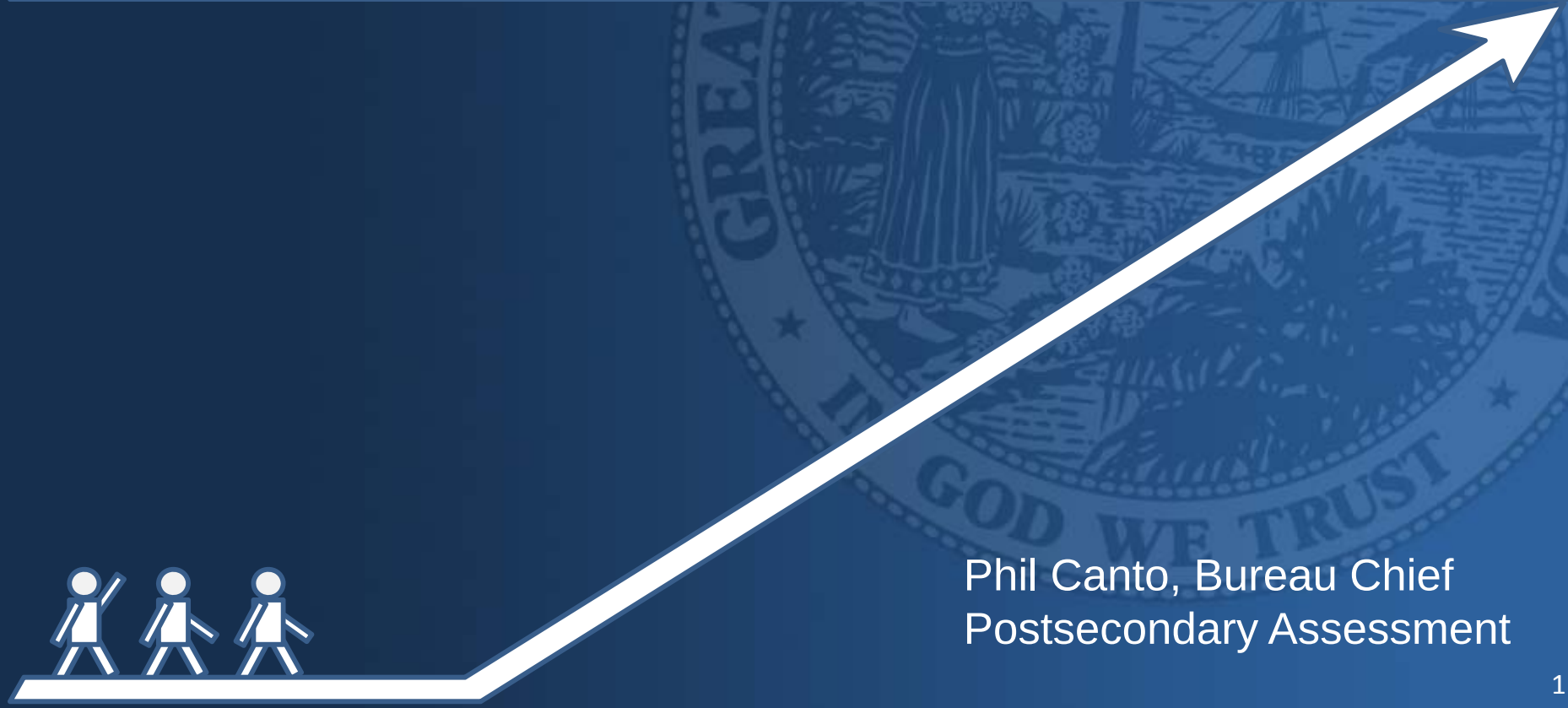
Critical Teacher Shortage areas include: Middle and High School Mathematics, Middle and High School Sciences; Middle and High School English/Language Arts, Foreign Languages; Reading, K-12; Exceptional Student Education, K-12; and English for Speakers of Other Languages (ESOL). Programs that include the production of teachers with a Reading Endorsement and/or English for Speakers of Other Languages (ESOL) Endorsement are included.

Number of 2011-12 Completers in Critical Shortage Areas	Difference between the Number of 2010-11 Completers and the 2011-2012 Completers	Percent of Change between the 2010-11 Completers in Critical Teacher Shortage Areas and the 2011-12 Completers Critical Teacher Shortage Areas
514	+73	16.55%

Florida Department of EDUCATION

"A strategic and sustained investment in human capital will improve student achievement"
Florida's Race to the Top Application

FTCE-Florida Teacher Certification Exams



Phil Canto, Bureau Chief
Postsecondary Assessment

Florida Department of EDUCATION

New Passing Scores Approved by the SBE January 21, 2014

Effective March 1, 2014

New FTCE Passing Scores		
FTCE Exam	Linked Passing Score	SBE Adopted Passing Score
Professional Education	63% Correct (76/120)	71% Correct (85/120)
ESOL K–12	58% Correct (70/120)	68% Correct (81/120)
Mathematics 6–12	55% Correct (41/74)	65% Correct (48/74)
Middle Grades Mathematics 5–9	53% Correct (40/75)	69% Correct (52/75)

Florida Department of EDUCATION

New Prekindergarten/Primary PK–3

Effective March 1, 2014

New FTCE PK–3 Passing Scores and Subtest Requirements		
FTCE Exam	Linked Passing Score	SBE Adopted Passing Score
PK–3 Subtest 1: Developmental Knowledge	47% Correct (28/60)	63% Correct (38/60)
PK–3 Subtest 2: Language Arts	37% Correct (22/60)	68% Correct (41/60)
PK–3 Subtest 3: Mathematics	36% Correct (18/50)	64% Correct (32/50)
PK–3 Subtest 4: Science	38% Correct (19/50)	60% Correct (30/50)

Linked passing scores hold examinee pass rates constant until SBE approval of new passing scores.

Florida Department of EDUCATION

Sample K-6 Math Question

Aligned to Florida Standards

A student was responsible for taking care of a plant over a 3 month period. The student measured and recorded the height of the plant at the end of each month as shown in the table.

Number of Months With the Plant	Height of the Plant In Inches
0	7
1	9
2	11
3	13

Which of the following equations relates the height of the plant, *h*, and the number of months, *m*, that the student had taken care of the plant, assuming a constant rate of growth?

A. $2h + 2 = m$

B. $7m + 2 = h$

C. $2m + 7 = m$

D. $2m + 7 = h$

Florida Department of EDUCATION

38 Florida Colleges and Universities
and
43 Florida School Districts
Have Participated in

16,904 TOTAL HOURS

OF FTCE TEST DEVELOPMENT
SINCE 2011

Florida Department of EDUCATION

SBE Rule For FTCE-September 2014 All Tests Aligned to Florida Standards

Review and Approve New Passing Scores for:

- Elementary Education K–6 (subtest model)
- General Knowledge
- English 6–12
- Middle Grades English 5–9

Florida Department of EDUCATION

Institutions of Higher Education Participation

(Bolded institutions correspond with home institutions of SBE members)

- Argosy University
- **Barry University**
- Chipola College
- Clearwater Christian College
- College of Central Florida
- Daytona State College
- Edison State College
- **Flagler College**
- Florida A&M University
- Florida Atlantic University
- Florida Gulf Coast University
- Florida Institute of Technology
- **Florida International University**
- **Florida Memorial University**
- Florida Southern College
- Florida State College of Jacksonville
- Florida State University
- Gulf Coast State College
- Hillsborough Community College
- **Jacksonville University**
- **Miami Dade College**
- Northwest Florida State College
- Nova Southeastern University
- Palm Beach Atlantic University
- Palm Beach State College
- Pensacola State College
- Santa Fe College
- Southeastern University
- St. Leo University
- St. Petersburg College
- State College of Florida
- **University of Central Flo**rida
- University of Florida
- **University of Miami**
- **University of North Florida**
- University of South Florida
- University of West Florida
- **Valencia College**

Florida Department of EDUCATION

School District Participation

(Bolded districts correspond with home districts of SBE members)

- Alachua County
- Bay County
- Brevard County
- Broward County
- Charlotte County
- Citrus County
- Clay County
- Collier County
- Columbia County
- **Duval County**
- Escambia County
- Flagler County
- Gadsden County
- Hendry County
- Hernando County
- **Highlands County**
- Hillsborough County
- Indian River County
- Jackson County
- Lake County
- Lee County
- Leon County
- Madison County
- Manatee County
- Marion County
- **Miami-Dade County**
- Okaloosa County
- **Orange County**
- Osceola County
- Palm Beach County
- Pasco County
- Pinellas County
- Polk County
- Putnam County
- Santa Rosa County
- Sarasota County
- Seminole County
- **St. Johns County**
- St. Lucie County
- Taylor County
- Volusia County
- Walton County
- Washington County

What are some of the promising practices related to educator preparation in Florida?

TeachLivE™: Next Generation of Teacher Professional Learning

Carrie Straub, Ph.D.

Research Director, TeachLivE™ Classroom Simulator

University of Central Florida

Lisa Dieker, Ph.D | Charlie Hughes, Ph.D. | Mike Hynes, Ph.D.

TeachLivE Principal Investigators

Simulated Classroom Environment

Recent Recognition

AACTE 2012

NTSA 2013

UNIVERSITY OF CENTRAL FLORIDA

Utah State University

PACE UNIVERSITY

UNIVERSITY of WISCONSIN MILWAUKEE

KU THE UNIVERSITY OF KANSAS

FLORIDA STATE UNIVERSITY 1851 VIRES ARTES MORES

MIAMI UNIVERSITY OXFORD OHIO

OLD DOMINION UNIVERSITY

University Center of Greenville

WESTERN MICHIGAN UNIVERSITY

WestVirginiaUniversity

LOUISIANA STATE UNIVERSITY ALEXANDRIA

SOUTHEASTERN LOUISIANA UNIVERSITY

California State University Northridge

IRSC

MINNESOTA STATE UNIVERSITY MANKATO

UNIVERSITY OF CENTRAL MISSOURI Est. 1871

teach live Partner Sites

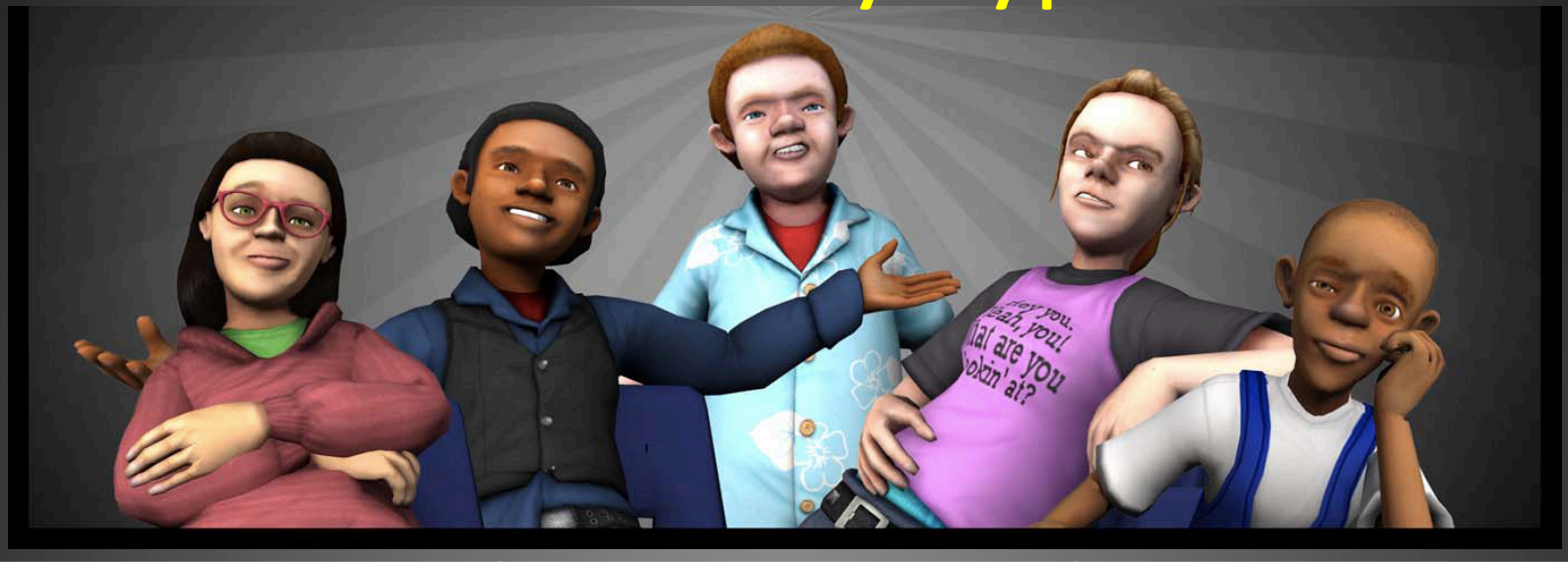
TeachLivE™ Current Use

- Realistic virtual classroom experiences
  - Classroom management
  - Pedagogy rehearsal & Content delivery
  - Meetings of parent-teacher /teacher-principal (Race to the Top funded)
- Integrated reflection tools
- Used at 37 US universities; 2 districts
- Exploring use with students with Autism
- Already impacted over 10,000 teachers and indirectly over a half million students

techlive

Sandbox Technology

Personality Types

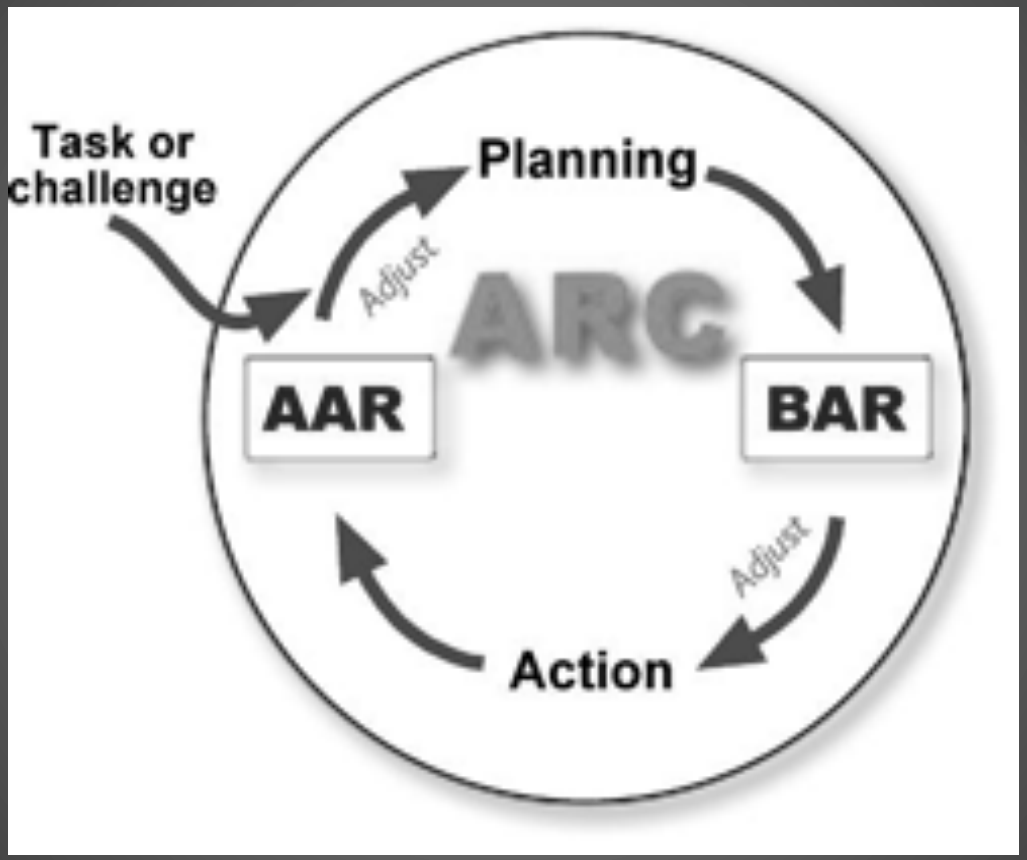


Personalities:	Dependent	Independent
Aggressive	Attention-getter	Leader
Passive	Follower	Withdrawn

Long, 2011

Kids Grow Up

Simulation: Action Review Cycle



TeachAARS

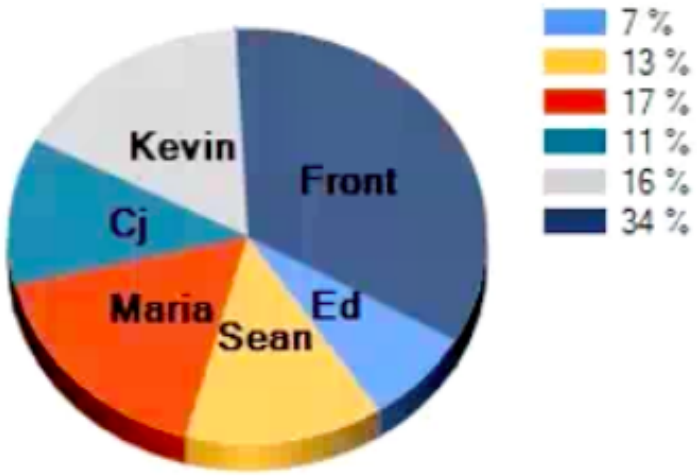

Tag Event
Tag Event
00:00
Event
Negative Comment
Facilitator Comments
OK
Cancel
Tools
Windows
Controls
Playback
Rewind
Reverse
Step Back
00:32
-00:36
Speed:
Events
Jump to an Event


Book1 - Microsoft Excel
File
Home
Insert
Page Layout
Formulas
Data
Review
View
Calibri
11
Paste
Clipboard
Font
Alignment
Number
Styles
B9
A
B
C
D
1 Questioning 0:10
2 Positive Comment 0:15
3 Positive Comment 0:20
4 Questioning 0:25
5 Positive Comment 0:55
6 Questioning 1:05
7 Negative Comment 1:20
8 Proximity 1:45
9
10
11
Ready
100%
Back
Pause
00:55
-00:12

teach live

Session Report

Time spent at each Tracking Zone



Time at Front of Class: 10 minutes, 25 sec.

Session Information

Student: Michael Hopper
Instructor: Knightro
Start Time: 5:13PM
Date: 6/25/2012

Total Session Time:

30 minutes, 31 seconds

Time spent standing at each student:

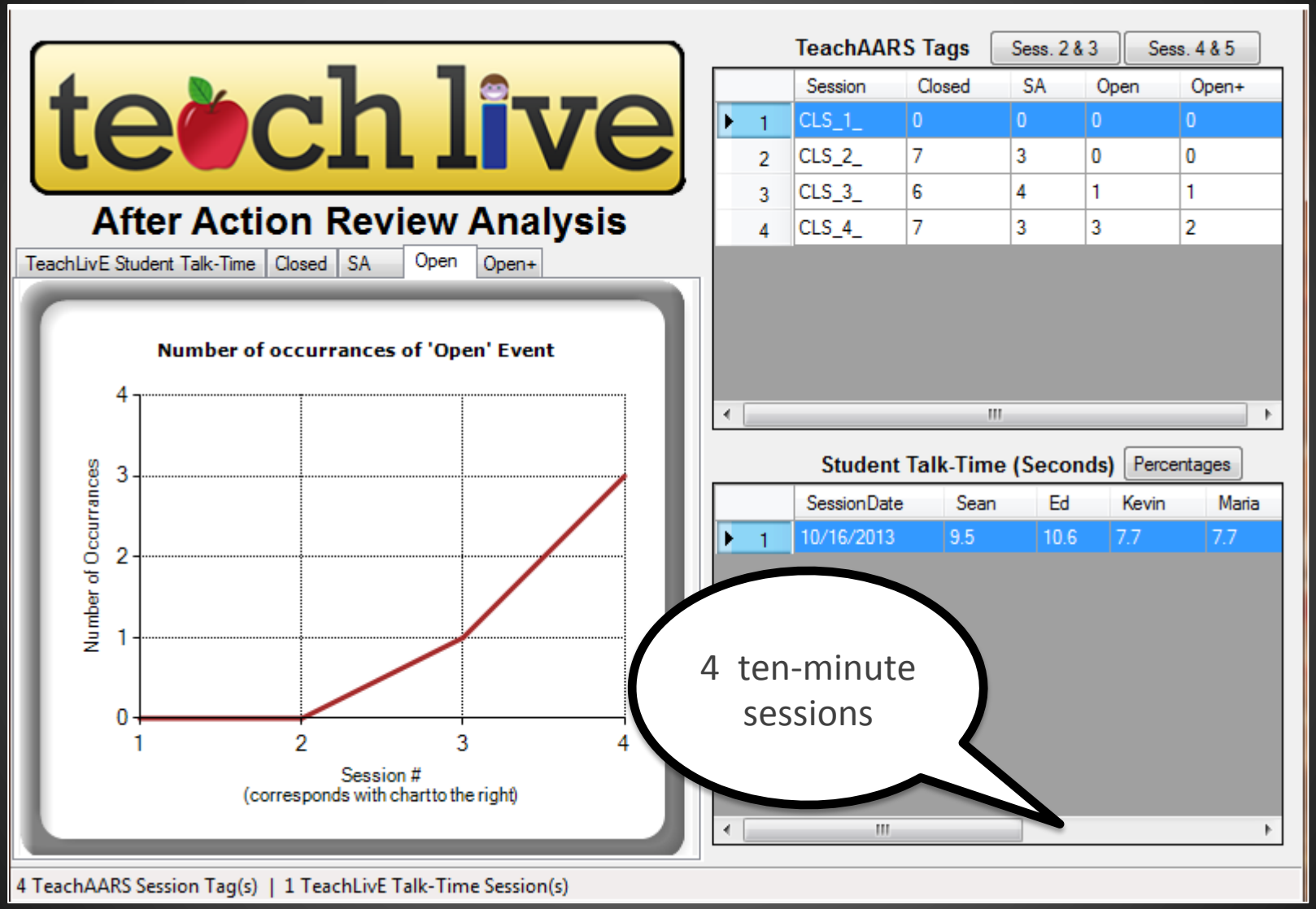
Ed: 2 minutes, 16 sec.
Sean: 4 minutes, 6 sec.
Maria: 5 minutes, 12 sec.
CJ: 3 minutes, 30 sec.
Kevin: 5 minutes, 2 sec.

Generate Excel Spreadsheet | Save to DataBase | Generate PDF | **Close**

Algebra I: Year I – 200 Teachers

50 Teachers	50 teachers	50 teachers	50 teachers
MDC Tools	MDC and Online PD	Online PD and TeachLivE	TeachLivE Only

Year 1 Research Data



Race to the Top Funded Project at UCF: Conference Scenario 1

Mrs. Mc Gowan, a first year teacher has arrived for her post observation conference.

You arrived at her class prior to it beginning to observe the critical first few minutes of class. Students entered the class while she was doing something on her computer and organizing materials at her desk. Students proceeded to converse with one another, engage with their Netbooks, Ipads, and phones.

Four minutes after the bell rang, Mrs. Mc Gowan welcomed the students and asked them to take out their books and begin reading silently on page 23, after which they were to copy down the questions on the Smartboard and respond to them. After giving these directions, Mrs. Mc Gowan returned to her desk and once again engaged with the computer.

Adult Avatars

Demonstrations

Held each Friday 9:30 AM – 11:30 AM

UCF Teaching Academy

To make a reservation: Teachlive@ucf.edu

teach live

Carrie.Straub@ucf.edu

http://www.ucf.edu/teachlive

LESSONS LEARNED ABOUT SUCCESSFUL STATE-WIDE TEACHER EDUCATION REFORM

THE WOODROW WILSON
National Fellowship Foundation

FLORIDA STATE BOARD WORKSHOP

April 10, 2014

LESSONS LEARNED ABOUT SUCCESSFUL STATEWIDE TEACHER EDUCATION REFORM

- Seek maximum leverage
- Focus on whole state
- Build a coalition of stakeholders
- Work through state leaders and expand the constituency
- Be explicit
- Do research
- Establish a realistic time table
- Be selective

LESSONS LEARNED ABOUT SUCCESSFUL STATEWIDE TEACHER EDUCATION REFORM (CONT'D)

- Provide carrots and sticks
- Demand skin in the game
- Work closely with participating universities
- Require accountability
- Both focus and be comprehensive
- Aim for self-sustaining initiatives
- Establish rigorous third party assessment on a limited number of variables

Florida Department of EDUCATION

What are Florida's next steps?

Brian Dassler
Deputy Chancellor for Educator Quality

Florida Department of EDUCATION

Range of Voices – All Saying the Same Thing

"Rather than continue to try to fit into the arts and sciences mold, education schools need to embrace the reality that they are professional schools and refocus their work on the world of practice."

-Arthur Levine, Educating School Teachers, 2006

Teacher preparation programs must place "practice at the center of teacher preparation."

-Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships to Improve Student Learning, 2010

Many groups clamor for teacher preparation to increase candidates' time in classrooms. In fact, nearly every new initiative to improve teacher preparation calls for more and earlier clinical work.

-Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs, 2013

Routes to a Florida Professional Certificate

www.fldoe.org/edcert/pathways.asp

Out-of-State Approved Teacher Education Program (OSAP, 6.9%)

- Teacher preparation program from an out-of-state accredited or approved institution
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/profdev/teachprep/teachprep.asp

District Professional Development Certification Program (PDCP, 0.9%)

- Florida state-approved District Professional Development Certification Program provided by Florida public school districts **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination
- Participants must hold a valid Florida Temporary Certificate and be employed as a classroom teacher in a Florida public school district.

http://www.altcertflorida.org/

Educator Preparation Institute (EPI, 6.8%)

- Florida state-approved Educator Preparation Institute (EPI) program at the post-baccalaureate level **AND** passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

www.teachinflorida.com

Out-of-State Approved Teacher Education Program (OSAP, 6.9%)

- Teacher preparation program from an out-of-state accredited or approved institution
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Out-of-State Certificate (OSCRT, 17.9%)

- A valid standard certificate issued by another U.S. state or territory

http://www.fldoe.org/edcert/level1.asp

American Board f… Teacher Excelle…

- A valid certifica… American Boar… Teacher Excelle…
- An approved Pr… Competence (P… program at a Fl… public, or state… school while en… under a valid T…

http://www.abct…

Other Alternative Routes

College Teaching Experience (CTEXP, 0.3%)

- Two (2) semesters of college teaching experience **AND**
- A passing score on the Subject Area Exam.

Professional Training Option (PTO, 0.1%)

- Professional Training Option at the undergraduate or graduate level **AND all** …llowing:

…proved Professional Education Competence (PEC) demonstration …am at a Florida state-supported, public, or state approved private …l while employed as a teacher under a valid Temporary Certificate.

…ear of full-time teaching experience in an elementary or secondary …or state-approved private school **OR** six semester hours earned in a …e student teaching or supervised internship

…g scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

Professional Preparation- College Coursework Option (PPCC, 32.4%)

- A minimum of 15 semester hours of education courses as specified in State Board of Education Rule 6A-4.006 at an accredited college or university
- An approved Professional Education Competence (PEC) demonstration program at a Florida state-supported, public, or state approved private school while employed as a teacher under a valid Temporary Certificate.
- One year of full-time teaching experience in an elementary or secondary public or state-approved private school OR six semester hours earned in a college student teaching or supervised internship
- Passing scores on the General Knowledge Test, the Professional Education Test, and the Subject Area Examination

http://www.fldoe.org/edcert/mast_prof.asp

Florida Department of EDUCATION

A FLDOE/The New Teacher Project Pilot

Florida Department of EDUCATION

Centers of Excellence in Elementary Teacher Preparation

ADDENDUM

State University System of Florida

STATE UNIVERSITY SYSTEM OF FLORIDA

Colleges of Education: Innovations to Outcomes

Colleges of Education in the State University System (SUS) provide comprehensive teacher preparation degree programs that include baccalaureate training for initial teacher preparation and graduate education for educator leadership preparation. Additionally, all colleges are actively engaged with schools and school leaders in their communities to provide extensive in-service and professional development programs for Florida's classroom teachers.

A critical component and point of emphasis in every state university college of education is a commitment to and investment in research on the pedagogy and effective practice of teaching and learning. Beginning in their first year of training and continuing throughout their degree program, pre-service teacher candidates are involved with university faculty and participate in the design and analysis of innovative teaching strategies that connect teacher performance to student achievement.

There are numerous productive and effective teacher education programs that are offered throughout the State by the SUS colleges of education. The following pages provide you with brief summaries of selected innovative programs and initiatives.

1. **STEM Resident Teacher Professional Preparation Program (STEM RP$_3$)** - University of Central Florida
2. **The Center for Partnerships in Arts-Integrated Teaching (PAInT)** - USF – Sarasota- Manatee
3. **FSU TEACH** - Florida State University
4. **STEM Professional Academy for Reinvigorating the Culture of Teaching (SPARCT)** - Florida Gulf Coast University
5. **Virtual Observation/Coaching Model** - University of West Florida
6. **USF/Hillsborough County Urban Teacher Residency Partnership Program (UTRPP)** - University of South Florida
7. **TeachLIVE** - University of Central Florida

STEM RTP^3
RESIDENT TEACHER PROFESSIONAL PREPARATION PROGRAM

UNIVERSITY OF CENTRAL FLORIDA
STEM Resident Teacher Professional Preparation Program

Rose Taylor, revised 3.19.2014

RTP ^{3} is a co-created system for preparing STEM graduates to be science and mathematics teachers in grades 6-12 in five partner school districts. These STEM graduates are students with full scholarships in a redesigned MAT program while they are first year teachers (resident teachers) and receive more support from the university and the school district than previous similar first year mathematics and science teachers. The project represents an investment of more than $10,000,000 Race to the Top funds and can be summed up with four big ideas: **co-created, interrelated, applied, and all with co-responsibility**.

The redesigned MAT RTP^3 curriculum is a system **co-created** based on teacher pedagogical and skill needs identified by the partner school districts. With these identified needs the Core Design Team developed the RTP^3 MAT cohort model that includes resident teacher (MAT candidates) experiences front loaded with instructional planning, assessment, and organization with diverse learners from May until August. These courses have additional support from partner school district experts engaged as consultants to ensure practical and targeted preparation for success. Game-based software for resident teachers' learning related to classroom routines and the learning environment have been developed as part of the project and used by the resident teachers. Course content is **interrelated** as faculty teach in RTP^3 have identified course learning connections and have made intentional overlaps. Intentions include introducing the resident teachers to the language of schools and student data-informed instructional planning prior to their assuming the role of the classroom teacher in August.

Resident teachers participate in professional learning with their intern coordinators, RTP^3 mentors, and other school district teachers on Common Core State Standards and Next Generation Science Standards-based instructional planning and assessment, lesson study, and bug-in-the-ear observation. Professional learning experiences were **co-created** and co-presented by partner school district and university experts to **interrelate** content with courses and to assure applicability. Prior to employment, resident teachers also had the opportunity to be employed as tutors in partner school districts to acclimate themselves to the classroom environment, to the culture of schools, and to develop relationships with those the hiring district partners.

From August through the following May, resident teachers are employed in the partner school districts and actively engaged with mentors through course requirements. The university intern coordinators observe remotely and face-to-face, and use the same resources as mentors to ensure systematic and consistent coaching. With the continuation of science and mathematics strategies courses through the academic year, resident teachers practice instruction on appropriate use of digital resources (iPads, apps, Algebra Tiles software and soon, science software), for learning

hard to teach concepts in mathematics and science. While serving as classroom teachers they **applied** learning experiences supported by RTP^3 mentors and intern coordinators, as well as university instructors.

The **co-responsibility** of redesigning the MAT and preparing STEM graduates to be successful teachers is more than a concept. Partners have embraced the opportunity to have substantive voice and involvement in each step of the resident teachers' preparation and actively engage in the courses, with project staff, and with each other across school district boundaries.

UNIVERSITY OF SOUTH FLORIDA – SARASOTA-MANATEE
The Center for Partnerships in Arts-Integrated Teaching (PAInT)

The USF Sarasota-Manatee College of Education is transforming the preparation of teacher and leadership candidates in the state of Florida. Consistent with their mission to Learn, Lead, Inspire, and Transform teaching and learning, the faculty across all programs in the college have embraced arts integration as a way to develop the critical and creative literacies of the next generation of educators and the students they will serve. To better equip future educators to meet the rigors of 21st century learning and new rigorous Florida State Standards, and to ensure the success of all students, faculty partner with an international network of colleagues, arts organizations and teaching artists, and P-12 school and district partners. In the classroom, in the community, and in the schools, professors and students are finding new ways to engage all students through arts-integrated education.

The efforts of the College are guided and supported by the Center for Partnerships in Arts-Integrated Teaching (PAInT), a research center approved the Florida State University System Board of Governors in 2012. The center coordinates the development of curriculum for educator preparation and P-12 classrooms, provides professional development for university and district teachers, supports and disseminates research through a network of scholars and an international book series. The Center also engages in grant development to support the outreach efforts of the faculty. The goal of the center is to develop a replicable model for developing partnerships that bring together the arts and education communities to improve the educational experiences of all students.

The power of the work of the College and the Center is in the engagement of community and the development of partnerships. In addition to formal partnerships with local arts organizations such as the Sarasota Opera, Venice Symphony, Van Wezel Performing Arts Center, the college works with local district initiatives including the Kennedy Center's Any Given Child Program in Sarasota County. Several current initiatives illustrate the high level of collaboration and community engagement:

- Project SAIL - A summer arts-integrated literacy program. This project in partnership with the United Way and the local YMCA brings College of Education faculty, masters in teaching candidates together provide tutoring for local students to prevent summer reading loss.
- Project CAICC – Through a grant from the Manatee Community Foundation and in partnership with the Manatee County Schools, USFSM faculty, student teaching interns, classroom teacher mentors, and teaching artists work as a Professional Learning Community to develop arts-integrated curriculum and pilot it in instructional settings.

The commitment of the College and the support of its community partners is at the heart of an innovative and powerful model for transforming educator preparation in ways that will benefit the students in Florida's schools.

FSU-TEACH

If you've ever thought about teaching science or mathematics, then FSU-Teach is for you! FSU-Teach is an innovative approach to teacher education that relies on collaboration between scientists, mathematicians and education faculty at Florida State University. The Colleges of Arts & Sciences and Education have partnered in this program to simultaneously prepare students for careers in science and mathematics fields and science and mathematics teaching. Local area schools also collaborate with FSU-Teach to provide real-life experiences for FSU students throughout the program.

Students graduating from the FSU-Teach program will have science or mathematics knowledge on par with their peers in the College of Arts & Sciences and the teaching knowledge, skill and experience needed to be an effective science or mathematics teacher.

Introduction to the Classroom

Students who decide to participate in FSU-Teach begin with two introductory classes that are free of charge and offer the chance to explore teaching in a local K-12 school using research-based lessons. Education courses throughout the program continue this focus on teaching science or mathematics using the public school setting for real-life experiences.

Coursework

Students from FSU-Teach will graduate with a double major — one in a content area, such as biology or mathematics, and one in teaching. Coursework for FSU-Teach students is complete and rigorous in both majors; however, it still allows for graduation in four years.

Support Via Master Teachers

Master teachers are FSU faculty members who are veteran teachers of grades 6-12. They teach courses and coordinate/support real-life teaching experiences for FSU-Teach students. Master teachers mentor FSU-Teach students from their entrance into the program to post graduation and are accessible to the students as a consistent source of support.

There's never been a better time to try out science or mathematics teaching!

Support Via Mentor Teachers

Mentor teachers are teachers currently teaching in K-12 schools who help FSU-Teach students with feedback on lesson planning, teaching strategies, classroom management and other important issues that teachers face in today's classrooms.

Support Via FSU-Teach Faculty

Faculty members from both the College of Arts and Sciences and the College of Education work closely with the FSU-Teach students. These faculty members all share an avid interest in K-12 education though their areas of expertise may vary widely.

A Unique University Experience

FSU-Teach students form a close community in which they can share experiences of college life through many special university resources devoted to them. They continue to support each other after graduation through a network that is part of the FSU-Teach new teacher induction program.

After Graduation

FSU-Teach provides continued support for its graduates by offering face-to-face and/or online support through regularly scheduled professional development to help them overcome challenges in the classroom.

For more information, contact:

MaLynn Kelso, M.S., N.B.C.T.: Master Teacher, kelso@coe.fsu.edu, 850-644-1935
Sherry Southerland, Ph.D.: Co-Director, southerl@coe.fsu.edu, 850-645-4667
Ellen Granger, Ph.D.: Co-Director, granger@bio.fsu.edu, 850-644-6747

FSU-TEACH

Frequently Asked Questions

Will I graduate with a complete degree in science or mathematics and be able to go into a science or mathematics profession if I decide not to pursue a teaching career?

Yes. A graduate from FSU-Teach will be able to pursue professional options or graduate degrees in either the content major or the teaching major.

What makes FSU-Teach different from other teacher preparation programs?

From the very first course, FSU-Teach offers students the opportunity to teach in real K-12 classrooms! Students get a chance to see if the classroom is the place for them and if teaching is an option for a future profession. The close and constant support by master teachers, mentor teachers and FSU faculty members during and after the university experience is a unique facet of this program, as are special resources devoted to FSU-Teach students by the university. Completing all the coursework in four years with a double major makes FSU-Teach different from many other teacher preparation programs.

How often will I be teaching in a public classroom?

FSU-Teach students have K-12 teaching experiences throughout most of their teaching (pedagogy) courses. During these experiences students receive important feedback, mentoring and support from both mentor and master teachers.

Will I complete a "student teaching" requirement?

Yes. It is called Apprentice Teaching and is completed during the last semester before graduation. Students are placed in a grade 6-12 classroom and work with the classroom teacher for the semester. It is an extended teaching experience that is very valuable to future teaching professionals.

Will I have support when I go into the classroom?

Yes! Master teachers, mentor teachers, and university facilitators are part of the school-based experiences in the program. FSU-Teach students may be paired with other students in the program for some of these teaching assignments.

Do the FSU-Teach courses meet the state requirements for teaching?

Yes. The course of study will be approved by the Florida Department of Education.

Will I be prepared to take the Florida Teacher Certification Exams (FTCE) when I complete the coursework?

Yes. The coursework in the program prepares a student to take the required exams that are part of the teacher certification process. (Please note that a student who graduates from the program is not automatically certified to teach, as is true for all teaching degrees. Students must complete the state licensing process, but the FSU-Teach new teacher program will help them through it.)

Can I enter the FSU-Teach program if I am not a freshman?

Yes. FSU-Teach has an outline of studies for students entering at any point in their academic career; however, those making the decision as freshmen or sophomores will be able to best streamline their program of studies.

FSU-Teach is supported in part by the National Math and Science Initiative, the Helios Education Foundation and the UTeach project at the University of Texas.

For more information, contact:

MaLynn Kelso, M.S., N.B.C.T.: Master Teacher, kelso@coe.fsu.edu, 850-644-1935
Sherry Southerland, Ph.D.: Co-Director, southerl@coe.fsu.edu, 850-645-4667
Ellen Granger, Ph.D.: Co-Director, granger@bio.fsu.edu, 850-644-6747

FLORIDA GULF COAST UNIVERSITY

STEM Professional Academy for Reinvigorating the Culture of Teaching

Whitaker Center Awarded NSF Grant

In September 2013, the Whitaker Center for STEM Education at FGCU under the direction of Dr. Laura Frost, was awarded a Widening Implementation & Demonstration of Evidence-Based Reforms (WIDER) award from the National Science Foundation. The program, called SPARCT (STEM Professional Academy for Reinvigorating the Culture of Teaching) provides professional development for STEM faculty in evidence-based classroom practice.

Training for SPARCT faculty includes participation in a three-week, half-day STEM Summer Academy followed by an academic year-long faculty learning community, training in peer observation, and participation in a seminar series. As SPARCT faculty measure and assess the effects of their teaching practices, they also evaluate the program. By involving at least 25% of Florida Gulf Coast University's STEM faculty, SPARCT is creating a community of STEM scholars, reinvigorating interdisciplinary connections, developing learning threads, and increasing the university community's potential to transform the teaching culture. SPARCT targets introductory STEM courses, thereby positively impacting student recruitment, retention, and learning among STEM and non-STEM majors. Moreover, SPARCT is helping to develop a more "STEM-literate" population, therefore enabling a stronger, more competitive STEM workforce in Southwest Florida.

This project represents collaboration in the Colleges of Education, Arts & Sciences, and Engineering at FGCU. SPARCT is designed to combine content experts with educational experts to strengthen pedagogical understanding and serve as a model program for other universities.

Faculty and staff across the university who were involved in the proposal submission process include:

Laura Frost, Whitaker Center Director, College of Arts of Sciences (CAS), PI
Linda Serro, Teaching, Learning, and Assesment Initiative Director, College of Education (COE), co-PI
Brian Johnson, Dept. of Mathematics, CAS, co-PI
Tanya Kunberger, Dept. of Civil Engineering, Whitaker College of Engineering (WCE), co-PI

Angela Meyer, Dept. of Chemistry and Physics, CAS, co-PI
Jackie Greene, Curriculum, Instruction and Culture, COE, Sr. Personnel
Tanya Huffman, Dept. of Mathematics, CAS, Sr. Personnel
Elspeth McCulloch, Dept. of Web, E-Learning, and Publication Services, Sr. Personnel
Diane Schmidt, Curriculum, Instruction, and Culture, COE, Sr. Personnel
Jaffar Ali Shahul-Hameed, Dept. of Mathematics, CASSr. Personnel
Janusz Zalewski, Dept. of Software Engineering, WCE, Sr. Personnel

In addition to the faculty indicated above, the following STEM faculty have been selected to participate in the first SPARCT cohort that starts with a summer academy this May. Congratulations!

Nicholas Bianco, Dept. of Mathematics, CAS
Cara Brooks, Dept. of Mathematics, CAS
Derrick Boucher, Dept. of Chemistry and Physics, CAS
Gregory Boyce, Dept. of Chemistry and Physics, CAS
Mary Kay Cassani, Dept. of Marine and Ecological Sciences, CAS
Nora Demers, Dept. of Biological Sciences, CAS
Fernando Gonzalez, Dept. of Software Engineering, WCE
Erik Insko, Dept. of Mathematics, CAS
Derek Lura, Dept. of Bioengineering, WCE
Galen Papkov, Dept. of Mathematics, CAS
Andrew Wilkinson, Dept. of Marine and Ecological Sciences, CAS

For more information about SPARCT, please contact the PI, Laura Frost, Director of the Whitaker Center for STEM Education at FGCU at (239) 590-1434 or lfrost@fgcu.edu.

SPARCT is supported by the National Science Foundation under DUE-WIDER Grant No. 1347640

UNIVERSITY OF WEST FLORIDA
Coaching Tomorrow's Teachers: Virtual Observation/Coaching Model

UWF Department of Teacher Education and Educational Leadership

The Virtual Coaching Model (VCM) is used to provide pre-service and in-service teachers who are observed virtually with immediate feedback during instructional delivery. The VCM integrates Bug-in-Ear (BIE) Bluetooth technology, and a VoIP such as Skype or Face Time using the schools Internet and wifi access privileges. With the integration of these components, university supervisors and/or supervising teachers can discreetly observe and provide immediate feedback to pre-service and in-service teachers during instructional delivery.

Traditionally, supervising teachers provide feedback on teaching practice in a deferred manner where the observer attempts to remain unobtrusive and silent while taking notes in the back of the classroom as an effort to avoid interruption of instructional flow. One shortcoming of this method pertains to providing feedback after the fact, which results in new teachers' susceptibility to providing instruction that may be incorrect and inaccurate (Scheeler, Ruhl, and McAfee, 2004).

The UWF Teacher Preparation program uses virtual observation with students completing their student teaching experience. The Virtual Coaching Model is used to support students who may be struggling with specifics aspects of instructional delivery during their student teaching experience (e.g., pace of instruction, asking higher order questions, providing specific feedback, strategies to engage students in learning activities, etc.).

The benefits of the UWF Virtual Observation/Coaching Model include:

1. UWF faculty can provide quality and increased support and feedback to student teachers.

2. Supervising teachers can continue to provide support and feedback to student teachers and ensure that students are engaged in learning.

3. Supervising teachers and UWF faculty that observe virtually can now assess the student teacher's performance without being in the classroom. This provides a truer picture of the student teachers actual ability to deliver instruction and manage classroom behaviors.

4. University personnel can now increase the number of observations provided to student teachers while reducing time and expense associated with travel.

5. Access to student teachers can now be obtained by UWF faculty from virtually anywhere where Internet service is available.

6. UWF faculty using virtual observations can now provide immediate feedback to student teachers with the use of Bug-In-Ear technology.

8. UWF faculty can now meet virtually to discuss student teaching placements, success and concerns with online students located throughout the world.

UNIVERSITY OF SOUTH FLORIDA/Hillsborough County Public Schools
Urban Teacher Residency Partnership Program (UTRPP)

The University of South Florida/Hillsborough County Public Schools Urban Teacher Residency Partnership Program (UTRPP) is a competitive, undergraduate residency-based program designed to develop exemplary teachers for urban, Title One, elementary schools. Sixty students are simultaneously enrolled, working in one of six urban, Title One partnership schools. The UTRPP is collaboratively operated and funded with our partners, the Hillsborough County Public Schools. Three of our residency schools are uniquely located on the USF campus with one of these on-campus schools located within the Museum of Science and Industry (MOSI). The other three schools are located within a five-mile radius.

The UTRPP features a school and university faculty-mentored residency experience in which students' coursework is embedded in field experiences within the residency schools. During the first year, the residents focus on generalized pedagogy, classroom learning environment, planning, and literacy. During the second year, the residents continue to refine the understandings begun in year one and engage in Math, Science, and Technology focused university coursework. Given that one of six partnership schools is housed in MOSI, opportunities to integrate STEM are plentiful. This pathway also offers intensive opportunities for pre-service teachers to receive content focused coaching in each subject.

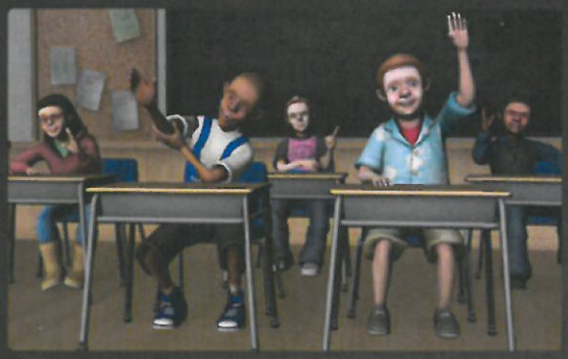
This two-year program requires full-time registration, daily work in classrooms, and a yearlong residency. The UTRPP provides an opportunity for the faculty responsible for each course in the elementary program to regularly collaborate with one another and school-based teacher educators within their workload assignments.

Research on program components is an expectation of faculty working in the UTRPP. As a result, the UTRPP program serves as a rich context for research and innovation in teacher education. Innovations that show promise through analysis of data within the UTRPP are then shared with the much larger College of Education Elementary Education Cohort Partnership Program and adjusted to meet the context and stakeholders' readiness.

This program is the recipient three awards this year:
1) Association of Teacher Educators' Distinguished Program in Teacher Education Award,
2) the National Association of Professional Development Schools Award for Exemplary Professional Development School Achievement Award, and
3) the University of South Carolina Spirit of Partnership Award

teach live

Teacher Education Takes Advantage of Simulation Technology



Research findings from the University of Central Florida indicate that avatar-based simulation can effectively support teacher preparation much like a flight simulator prepares pilots for the air.

Researchers found that after practicing teachers completed four 10-minute "virtual rehearsal" sessions in the simulator, their frequency of describe and explain questions increased significantly and transferred back to their classroom teaching, resulting in more higher order questions for their students.

Furthermore, students whose teachers received TeachLivE™ professional development made positive academic gains.

- The American Association for Colleges for Teacher Education (AACTE) selected the TLE TeachLivE™ Lab for its coveted 2012 Best Practices Award for the innovative use of technology.
- TLE TeachLivE™ was awarded the 2013 National Training and Simulation Association (NTSA) Award for outstanding achievement in training
- The NSTA 2013 Governor's Award for Excellence in Modeling and Simulation was awarded to TLE TeachLivE™.

The current version of TeachLivE™ requires only a typical computer, a large display and a Microsoft Kinect to allow users to move about the environment and have "natural" interactions with the avatars representing students. For more information, see www.ucf.edu/teachlive.

TLE TeachLivETM is a mixed-reality, avatar-based simulation environment that provides users the opportunity to practice a targeted skill. Similar simulation technologies are common in medicine and aviation, but TLE TeachLivETM is the only one of its kind in education, providing a personalized learning environment customized to the unique needs of teachers-in-training or practicing teachers looking to brush up on their skills or try out new techniques.