



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

FLORIDA STATE UNIVERSITY REPORT ON
EDUCATOR PREPARATION PROGRAMS

Institutional Data Report

TABLE OF CONTENTS

1. Florida State University State Approved Programs.....	2
2. Introduction.....	4
3. Admission, Enrollment, and Completion.....	6
4. Florida Teacher Certification Examination Data.....	9
5. Placement Metric Data.....	16
6. Retention Metric Data.....	19
7. Teacher Evaluation Metric Data.....	20
8. Student Growth Metric Data.....	22
9. Student Sub-Group Metric Data.....	26
10. Intern Exit Surveys Fall 2014 and Spring 2015.....	30
11. Cooperating Teacher Survey Fall 2014 and Spring 2015.....	34
12. 2015 Completer Satisfaction Survey.....	36
13. Student Teaching Evaluation Data Fall 2014 and Spring 2015.....	40

Institutional Data Report

Table 1
Undergraduate Initial Teacher Certification Programs

Program	Approval Date		Expires
	Initial	Latest	
Biology	2009	2010	2020
Chemistry	2009	2010	2020
Earth/Space Science	2009	2010	2020
Early Childhood Education	2002	2009	2020
Elementary Education	2008	-	2020
English Education	2002	2009	2020
Mathematics	2009	2010	2020
Music Education	1977	2009	2020
Physics	2009	2010	2020
Social Science Education	1995	2009	2020
Visual Disabilities	1954	2009	2020

Note. Data source: Florida Department of Education

Institutional Data Report

Table 2

Graduate Initial Teacher Certification Programs

Program	Approval Date		Expires
	Initial	Latest	
Art Education	1977	2009	2020
Biology	2005	2009	2020
Chemistry	2005	2009	2020
Educational Leadership	1989	2009	2020
Educational Media Specialist	1977	2009	2020
Elementary Education	2008	-	2020
English Education	2009	-	2020
ESOL	2009	-	2020
Exceptional Student Education	2002	2009	2020
<u>World Languages:</u>			
Arabic	2009	-	2020
Chinese	2009	-	2020
French	2009	-	2020
German	2009	-	2020
Hebrew	2009	-	2020
Italian	2009	-	2020
Japanese	2009	-	2020
Latin	2009	-	2020
Portuguese	2009	-	2020
Russian	2009	-	2020
Spanish	2009	-	2020
Mathematics	2009	-	2020
Music Education	1977	2009	2020
Physics	2005	2009	2020
Reading	2006	2009	2020
School Psychology	2010	2011	2020
Social Science Education	2009	-	2020
Visual Disabilities	1971	2009	2020

Note. Data source: Florida Department of Education

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Introduction:

The Council for the Accreditation of Educator Preparation (CAEP) standards require programs to maintain a quality assurance system that is based on multiple measures. These include the following:

- Impact on P-12 student learning
- Indicators of teaching effectiveness
- Results of employer surveys, including retention and employment milestones
- Results of completer surveys
- Graduation rates
- Ability of completers to meet certification and additional state requirements
- Ability of completers to be hired

Section 1004.04, Florida Statutes outlines an accountability system that includes evidence of teacher preparation program completers' performance measured by six outcome based performance metrics. These metrics include:

1. Placement rate - the percentage of program completers employed in a full-time or part-time instructional position in a Florida public school district at any point during either the first or second year following program completion.
2. Retention Rate – the average number of years program completers employed in a full-time or part-time instructional position in a Florida public school district across a five-year period in the first or second year following program completion.
3. Student Performance on Statewide Assessments - the average student learning growth of students that took statewide standardized assessments in English language arts and mathematics in grades 4 through 10 and were assigned to in-field program completers employed in an instructional position in a Florida public school district. These results are based on the student learning growth formula in Section 1012.34, Florida Statutes.
4. Student Performance by Sub-Group – the average student learning growth attained by students within the following sub-groups:
 - a. Free-Reduced Lunch
 - b. English Language Learners
 - c. Students with Disabilities
 - d. African American
 - e. Asian
 - f. White
 - g. Hispanic
 - h. Multi-racial
 - i. Native American

Institutional Data Report

5. Teacher Evaluation Results – the percentage of program completers receiving performance ratings on their teaching evaluations completed by the school district in which the program completer is employed.
6. Critical Teacher Shortage (Bonus Metric) – a fixed value awarded to programs considered as critical teacher shortage areas that increase the number of program completers from the previous academic year.

The data in this report includes metric data for the Florida Annual Program Performance Reports, data on the Florida Teacher Certification Examinations, and data collected by the Professional Education Unit at Florida State University. Data collected by the Professional Education Unit includes the following:

- Student Teaching Evaluations
- Cooperating Teacher Surveys
- Intern Exit Surveys
- Completer Satisfaction Surveys
- Employer Satisfaction Surveys

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Admissions, Enrollment and Completion:

Table 3 reflects the number of candidates admitted, enrolled and completing by program for those programs that were state-approved in that academic year. The following complete years are provided:

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

Table 4 contains the mean and median GPA of all students admitted into FSU's state approved programs in the following years:

- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

Institutional Data Report

Table 3

Number of Students Admitted, Enrolled and Completed in 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 by Program

Program	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	Adm.	Enr.	Comp.	Adm.	Enr.	Comp.	Adm.	Enr.	Comp.	Adm.	Enr.	Comp.	Adm.	Enr.	Comp.	Adm.	Enr.	Comp.
Art Education	15	12	11	8	12	11	5	7	10	10	8	9	10	3	10	9	16	7
Biology Education	2	3	1													1	2	
Biology, MST	1	1	2			1	1	1		4	2	3		1				1
Chemistry (MST)	1	4				2	1	1										
Early Childhood Education	30	32	25	30	30	29	31	32	30	29	31	31	27	29	24	31	55	26
Educational Leadership	49	74	26	41	70	24	35	71	16	44	85	34	37	81	31	35	73	33
Educational Media Specialist	11	5	48	16	8	20	22	19	15	12	12	16	40	34	20	7	12	11
Elementary Education	69	111	127	91	99	89	103	114	88	121	126	75	110	156	94	91	170	83
English (MST)				7	7	3	11	12	9	9	9	8	1	3	6	7	10	1
English Education	36	45	37	21	33	31	35	39	23	41	54	22	28	46	22	40	60	24
ESOL (MST)				14	8	6	7	9	12	23	18	8	4	16	3	4	7	3
Exceptional Student Education	12	18	29	30	35	25	29	29	20	25	26	31	22	49	26	28	51	24
FSU-Teach				13	11	25	38	37	20	21	32	26	21	20	16	73	119	
German (MST)							1		1									
Japanese (MST)								1				1					1	1
Mathematics (MST)							5	5		3	5	2	1	1	4	1	2	
Music Education	61	36	63	45	43	48	36	38	42	41	42	34	49	52	39	41	82	42
Physics (MST)	1	2																
Reading/Language Arts	5	14	21	8	6	13	11	11	5	6	16	2	4	7	10	5	6	3
School Psychologist	11	15	10	12	20	13	14	19	12	10	25	10	16	27	7	11	18	7
Social Science (MST)				6	4	3	7	6	4	14	21	6	5	9	5	2	6	4
Social Science Education	42	44	71	41	65	47	56	70	52	49	74	38	37	47	28	31	60	27
Visual Disabilities	10	10	12	3	6	7	36	37	14	36	46	14	23	48	19	30	58	27
Total	356	426	483	386	460	397	484	558	373	498	632	370	435	628	365	447	808	324

Note. Data source: Florida State University Teacher Education File.

Institutional Data Report

Table 4

Mean and Median Admission GPA for 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 by Program

Program	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	n	Mean	Median	n	Mean	Median	n	Mean	Median	n	Mean	Median	n	Mean	Median
Art Education	8	3.35	3.32	5	3.71	3.87	10	3.43	3.51	10	3.49	3.46	9	3.59	3.88
Biology (MST)				1	3.02	3.02	4	3.82	3.90				1	3.62	3.62
Chemistry (MST)				1	4.00	4.00									
Early Childhood Education	30	3.46	3.49	31	3.44	3.36	29	3.30	3.30	27	3.42	3.39	31	3.40	3.44
Educational Leadership				35	3.61	3.67	44	3.58	3.69	37	3.74	3.82	35	3.51	3.57
Educational Media Specialist	16	3.93	3.79	22	3.93	4.00	12	3.70	3.75	40	3.76	3.85	7	3.94	3.98
Elementary Education	91	3.29	3.30	103	3.45	3.54	121	3.49	3.58	110	3.47	3.58	91	3.46	3.55
English (MST)	7	3.91	4.00	11	3.72	3.68	9	3.40	3.38	1	2.85	2.85	7	3.37	3.43
English Education	21	3.40	3.92	35	3.32	3.26	41	3.31	3.30	28	3.30	3.25	40	3.51	3.55
ESOL (MST)	14	3.82	3.38	7	3.96	3.97	23	3.50	3.53	4	3.76	3.82	4	3.60	3.56
Exceptional Student Education	30	3.40	3.15	29	3.33	3.32	25	3.37	3.42	22	3.24	3.16	28	3.35	3.33
FSU-Teach	13	3.33	3.47	38	3.20	3.19	21	3.28	3.39	21	3.39	3.35	16	3.28	3.20
German (MST)				1	3.94	3.94									
Mathematics (MST)				5	3.29	3.20	3	3.33	3.00	1	4.00	4.00	1	3.96	3.96
Music Education	45	3.45	3.45	36	3.47	3.53	41	3.49	3.55	49	3.54	3.64	41	3.52	3.57
Reading/Language Arts	8	3.75	3.46	11	3.84	3.90	6	3.69	3.69	4	3.70	3.85	5	3.93	4.00
School Psychology	12	3.84	3.26	14	3.62	3.67	10	3.60	3.67	16	3.55	3.55	11	3.59	3.55
Social Science (MST)	6	3.76	3.79	7	3.54	3.50	14	3.52	3.53	5	3.64	3.79	2	3.40	3.40
Social Science Education	41	3.18	3.93	56	3.24	3.22	49	3.19	3.14	37	3.20	3.14	31	3.44	3.51
Visual Disabilities	3	3.28	3.92	36	3.48	3.46	36	3.50	3.53	23	3.50	3.56	30	3.46	3.52
Total	345			484			498			435			390		

Note. Data source: Florida State University Teacher Education File.

Institutional Data Report

Florida Teacher Certification Examination Competency Data:

Tables 5 and 6 show FSU's pass rates for the following years for all Title 2 programs.

- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014

Title 2 data does not include the follow programs:

- Educational Leadership
- School Psychology
- Educational Media Specialist

The tables below provide pass rates for Florida State University's state approved programs for the following exams:

- General Knowledge Examination
- Professional Education Examination
- All Subject Area Examinations

Table 5

Summary of Pass Rates for All Tests

Academic Year	All Tests			Statewide average pass rate
	Taking	Passing	Pass Rate	
2013-2014	305	305	100.0%	99.6%
2012-2013	309	309	100.0%	99.4%
2011-2012	331	331	100.0%	100.0%
2010-2011	371	371	100.0%	100.0%
2009-2010	337	337	100.0%	99.8%

Note. Data source: Florida Teacher Certification Examination (FTCE) results provided by Pearson Education, Inc.

Institutional Data Report

Table 6

Summary of Pass Rates for General Knowledge Exam, Professional Education Exams and Subject Area Exams

Academic Year	General Knowledge Exam				Professional Education Exams				Subject Area Exams			
	Taking	Passing	Pass Rate	Statewide average pass rate	Taking	Passing	Pass Rate	Statewide average pass rate	Taking	Passing	Pass Rate	Statewide average pass rate
2013-2014	295	295	100.0%	99.9%	300	300	100.0%	99.8%	303	303	100.0%	99.8%
2012-2013	304	304	100.0%	99.6%	308	308	100.0%	99.8%	307	307	100.0%	99.9%
2011-2012	318	318	100.0%	100.0%	328	328	100.0%	100.0%	279	279	100.0%	100.0%
2010-2011	358	358	100.0%	100.0%	361	361	100.0%	100.0%	320	320	100.0%	100.0%
2009-2010	327	327	100.0%	99.9%	332	332	100.0%	99.9%	302	302	100.0%	100.0%

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

Florida State University obtains certification examination competency data from Pearson, the FTCE test administrator. The data are aggregated across the institution and by program. This data are based on test scores from students that have completed a state approved educator preparation program at FSU in the following years:

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

The following data elements are included:

- Item range
- Average number and percent correct for FSU students
- Average number and percent correct for statewide test-takers
- Number of students taking the test from FSU
- Number of test-takers across the state

Institutional Data Report

The competency scores are provided for all students in FSU's state approved programs that took the following sections of the Florida Teacher Certification Examinations:

- General Knowledge Examination
- Professional Education Examination

Table 7

Completers Competency Scores for General Knowledge Test -English Language Skills

Competency Area	Items	2011-2012		2012-2013		2013-2014		2014-2015	
		Inst.	State	Inst.	State	Inst.	State	Inst.	State
		Avg. % Correct		Avg. % Correct		Avg. % Correct		Avg. % Correct	
01 Conceptual and organizational skills	4	90.5%	86.3%	89.2%	86.3%	87.8%	83.7%		
02 Word choice skills	6	88.0%	87.2%	89.5%	87.2%	88.7%	86.8%		
03 Sentence structure skills	6	88.8%	84.1%	89.1%	84.1%	89.0%	79.1%		
04 Grammar, spelling, capitalization, and punctuation skills	23-24	87.4%	84.0%	87.9%	84.0%	86.8%	82.5%		
01 Knowledge of language structure*	9-10					77.8%	70.4%	79.4%	75.2%
02 Knowledge of vocabulary application*	10					75.7%	72.5%	72.9%	73.6%
03 Knowledge of standard English conventions*	20					76.5%	70.5%	75.1%	72.0%
Total		358	49,770	330	49,780	386	14,676	414	13,770

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

* These items replaced previous ones starting on 05/14

Institutional Data Report

Table 8

Completers Competency Scores for General Knowledge Test - Reading

Competency Area	Items	2012-2013		2013-2014		2014-2015	
		Inst.	State	Inst.	State	Inst.	State
		Avg. % Correct		Avg. % Correct		Avg. % Correct	
01 Knowledge of literal comprehension	8-15	80.5%	75.7%	80.4%	74.9%		
02 Knowledge of inferential comprehension	25-32	81.9%	76.4%	80.2%	74.8%		
01 Knowledge of key ideas and details based on text selections*	15-16			72.2%	69.2%		
02 Knowledge of craft and structure based on text selections*	9-10			68.4%	62.2%		
03 Knowledge of the integration of information and ideas based on text selections*	12-14			66.0%	57.5%		
01 Knowledge of key ideas and details based on text selections**	15-16			74.4%	70.7%	76.0%	70.9%
02 Knowledge of craft and structure based on text selections**	9-10			67.6%	63.0%	74.2%	66.6%
03 Knowledge of the integration of information and ideas based on text selections**	12-14			68.6%	61.1%	77.0%	66.2%
Total		331	49,971	394	15,058	411	14,464

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

* Items were effective between starting on 05/14.

** Time allocated for these item increased on 6/15.

Institutional Data Report

Table 9

Completers Competency Scores for General Knowledge Test - Mathematics

Competency Area	Items	2011-2012		2012-2013		2013-2014		2014-2015	
		Inst.	State	Inst.	State	Inst.	State	Inst.	State
		Avg. % Correct		Avg. % Correct		Avg. % Correct		Avg. % Correct	
01 Knowledge of number sense, concepts, and operations	8	82.8%	77.9%	84.4%	77.9%	82.8%	76.5%		
02 Knowledge of measurement (using customary or metric units)	10	78.7%	73.4%	82.7%	73.3%	80.9%	72.0%		
03 Knowledge of geometry and spatial sense	9	77.2%	69.2%	79.8%	69.2%	79.5%	67.7%		
04 Knowledge of algebraic thinking	9	88.8%	83.7%	90.4%	83.7%	86.5%	78.8%		
05 Knowledge of data analysis and probability	9	79.8%	73.2%	83.8%	73.2%	81.5%	70.2%		
01 Knowledge of number sense, concepts, and operations	8					84.9%	72.7%	82.5%	73.8%
02 Knowledge of geometry and measurement	9					81.9%	72.5%	82.1%	74.5%
03 Knowledge of algebraic thinking and the coordinate plane	13					70.4%	60.1%	75.1%	64.4%
04 Knowledge of probability, statistics, and data interpretation	14-15					78.0%	68.4%	82.3%	73.4%
Total		365	50,337	331	50,350	393	15,535	412	14,147

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

* These items replaced previous ones starting on 05/14

Institutional Data Report

Table 10a

Completers Competency Scores for Professional Education Exam

Competency Area	Items	2012-2013	
		Inst.	State
		Avg. % Correct	
01 Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)	10-11	81.11%	77.08%
02 Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)	11-12	78.89%	79.27%
03 Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)	5-6	71.35%	70.77%
04 Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)	10-11	80.23%	77.82%
05 Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning (Diversity)	7-8	80.77%	79.61%
06 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)	5-7	84.62%	83.33%
07 Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)	10-11	79.19%	78.32%
08 Knowledge of effective reading strategies that can be applied across the curriculum to increase learning (Subject Matter)	4-6	79.06%	74.38%
09 Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)	10-12	86.32%	85.22%
10 Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards (Planning)	10-11	80.10%	78.82%
11 Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students (Role of the Teacher)	6-8	71.12%	74.71%
12 Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)	5-6	84.05%	79.87%
13 Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education)	6	71.64%	69.43%
14 Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)	7-8	80.74%	73.17%
Total		325	31,937

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

Institutional Data Report

Table 10b

Completers Competency Scores for Professional Education Exam

Competency Area	Items	2013-2014		2014-2015	
		Inst.	State	Inst.	State
		Avg. % Correct		Avg. % Correct	
Knowledge of instructional design and planning	19-22	79.0%	74.9%	76.5%	73.6%
Knowledge of appropriate student-centered learning environments	15-18	78.7%	74.1%	73.3%	71.1%
Knowledge of instructional delivery and facilitation through a comprehensive understanding of subject matter	20-22	81.7%	76.9%	76.4%	73.8%
Knowledge of various types of assessment strategies for determining impact on student learning	14-17	80.2%	77.1%	77.3%	74.8%
Knowledge of relevant continuous professional improvement	13-15	72.6%	70.0%	76.8%	76.4%
Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida	10-11	78.5%	78.4%	79.5%	80.2%
Knowledge of research-based practices appropriate for teaching English Language Learners (ELLs)	7-8	71.9%	68.4%	78.7%	74.2%
Knowledge of effective literacy strategies that can be applied across the curriculum to impact student learning	7-9	74.5%	70.3%	76.6%	72.2%
Total		320	9,859	308	20,034

Note. Data source: FTCE results and FELE results provided by Pearson Education, Inc.

Institutional Data Report

Placement Rate Metric:

Placement metric scores are based on the number of program completers who are identified by the Department's Staff Information System as being employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year following program completion. Placement data is shown for the following completer years:

- 2009-2010
- 2010-2011
- 2011-2012

Table 11

Completers Placed in Teaching Positions in Florida Public Schools One or Two Years after Completion of Preparation Program

Program Name	2009-2010				2010-2011				2011-2012			
	Comp.	Empl. 1st Year	Empl. 2nd Year	Perc.	Comp.	Empl. 1st Year	Empl. 2nd Year	Perc.	Comp.	Empl. 1st Year	Empl. 2nd Year	Perc.
Art Education	11	8	5	56.4%	11	3	4	36.4%	10	3	3	33.0%
Biology (MST)	2	1	1	50.0%	1	0	0	0.0%				
Chemistry (MST)	2	0	0			2						
Early Childhood Education	26	13	13	49.2%	29	6	8	38.8%	30	10	14	41.0%
Educational Leadership	26	22	16	65.4%	29	24	22	75.0%	27	20	20	74.1%
Educational Media Specialist	48	30	26	52.9%	20	5	4	25.0%	15	5	6	38.0%
Elementary Education	127	83	68	58.3%	89	59	55	61.0%	88	59	63	69.3%
English (MST)					3	3	2	58.3%	9	4	5	41.1%
English Education	37	15	16	39.5%	34	22	22	66.9%	23	10	9	40.4%
ESOL (MST)					6	1	0	16.7%	12	1	1	8.3%
Exceptional Student Education	29	20	14	54.5%	25	11	15	58.0%	20	16	16	78.5%
FSU-Teach					25	13	17	61.0%	20	10	9	46.5%
Mathematics (MST)												
Music Education	63	44	39	60.6%	48	28	22	57.8%	42	29	28	65.0%
Physics (MST)					1	0	0	0.0%				
Reading/Language Arts	21	14	12	58.1%	14	11	10	69.6%	6	4	4	66.7%
School Psychology	10	6	6	50.0%	14	7	7	55.4%	12	6	5	47.5%
Social Science (MST)					3	1	1	33.3%	4	3	2	57.5%
Social Science Education	71	45	42	56.6%	47	18	20	44.1%	52	23	29	51.9%
Visual Disabilities	12	4	4	28.3%	7	2	1	28.6%	15	7	7	44.7%
Total	544			55.2%	439	220		53.10%	387	227		56.6%

Note. Data source: Florida Department of Education, Annual Program Performance Data

Institutional Data Report

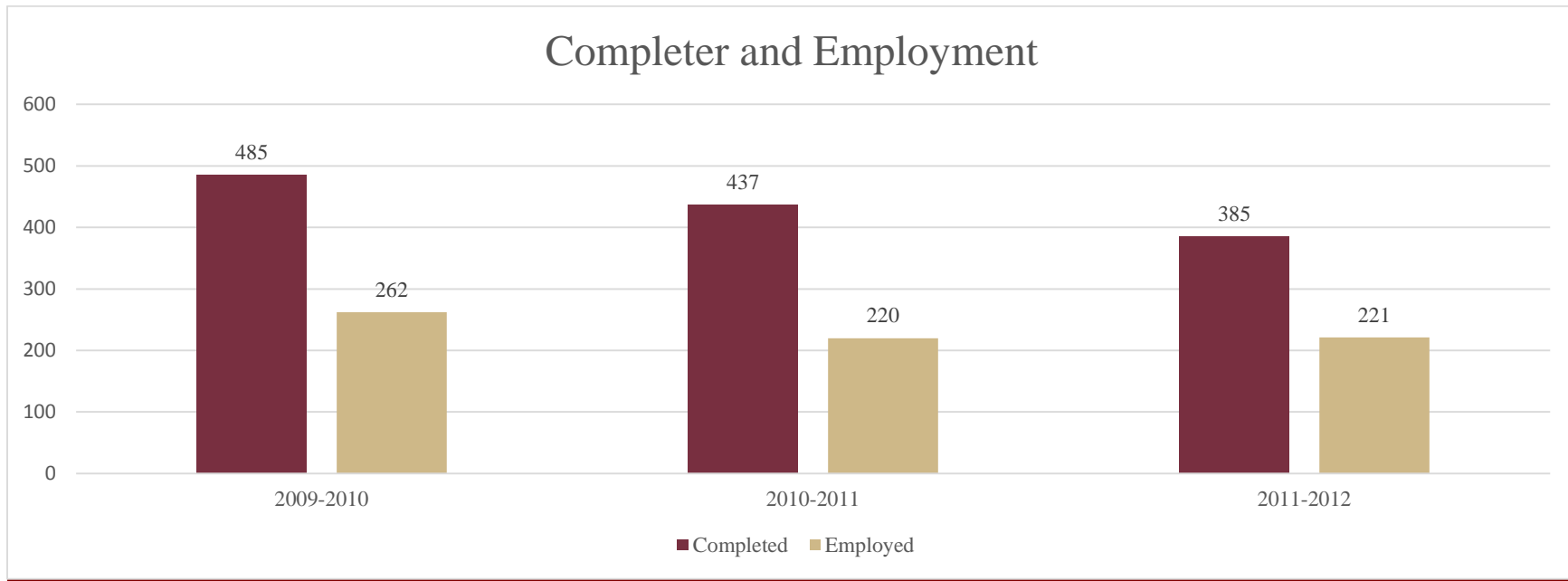


Figure 1. Completers Placed in Teaching Positions in Florida Public Schools One or Two Years after Completion of Preparation Program

Institutional Data Report

Retention Metric:

The retention metric is based on the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either the first or second school year following program completion. The table below shows the data and scores for the retention metric for 2006-2007, 2007-2008, and 2008-2009 completers:

Table 12

Completers Employed in Florida Public Schools in the Five Years Following Placement

Program Name	2006-2007 Cohort						2007-2008 Cohort					2008-2009 Cohort						
	Comp.	1Y	2Y	3Y	4Y	5Y	Comp.	1Y	2Y	3Y	4Y	5Y	Comp.	1Y	2Y	3Y	4Y	5Y
Art Education	6	66.7%	66.7%	66.7%	50.0%	50.0%	8	62.5%	62.5%	50.0%	50.0%	12.5%	8	37.5%	25.0%	12.5%	12.5%	12.5%
Music Education	40	62.5%	62.5%	57.5%	55.0%	52.5%	39	66.7%	53.8%	51.3%	46.2%	41.0%	35	45.7%	40.0%	34.3%	28.6%	28.6%
Reading													17	94.1%	88.2%	82.4%	76.5%	76.5%
Educational Leadership	33	54.5%	48.5%	45.5%	42.4%	33.3%	15	40.0%	33.3%	33.3%	26.7%	20.0%	20	55.0%	45.0%	40.0%	35.0%	20.0%
Mathematics	11	81.8%	72.7%	54.5%	54.5%	54.5%	21	76.2%	76.2%	76.2%	71.4%	52.4%	16	62.5%	56.3%	43.8%	37.5%	31.3%
Science Programs	3	100.0%	100.0%	100.0%	100.0%	66.7%	9	55.6%	22.2%	22.2%	0.0%	0.0%	10	70.0%	60.0%	60.0%	50.0%	50.0%
World Languages	1	100.0%	100.0%	100.0%	100.0%	100.0%												
Educational Media Specialist	22	13.6%	13.6%	9.1%	9.1%	9.1%	32	37.5%	37.5%	34.4%	31.3%	31.3%	21	23.8%	23.8%	23.8%	23.8%	23.8%
School Psychology	4	50.0%	50.0%	50.0%	50.0%	50.0%	7	57.1%	57.1%	57.1%	57.1%	57.1%	12	50.0%	50.0%	41.7%	41.7%	41.7%
Visually Impaired	14	42.9%	28.6%	28.6%	28.6%	28.6%	8	37.5%	37.5%	37.5%	37.5%	37.5%	13	46.2%	46.2%	46.2%	38.5%	38.5%

Institutional Data Report

Table 12 (continued)

Completers Employed in Florida Public Schools in the Five Years Following Placement

Program Name	2006-2007 Cohort						2007-2008 Cohort						2008-2009 Cohort					
	Comp.	1Y	2Y	3Y	4Y	5Y	Comp.	1Y	2Y	3Y	4Y	5Y	Comp.	1Y	2Y	3Y	4Y	5Y
Social Science Education	40	52.5%	35.0%	32.5%	32.5%	30.0%												
Early Childhood Education	28	64.3%	53.6%	50.0%	46.4%	35.7%	16	56.3%	56.3%	50.0%	50.0%	43.8%	27	51.9%	44.4%	37.0%	33.3%	25.9%
English Education	36	72.2%	66.7%	61.1%	50.0%	44.4%	24	83.3%	58.3%	54.2%	54.2%	45.8%	46	69.6%	60.9%	54.3%	47.8%	43.5%
Exceptional Student Education	14	71.4%	57.1%	50.0%	42.9%	35.7%	14	71.4%	71.4%	71.4%	71.4%	64.3%	24	79.2%	66.7%	66.7%	62.5%	54.2%
Elementary Education	169	75.1%	70.4%	65.7%	62.1%	55.6%	175	70.9%	65.1%	60.0%	58.3%	50.9%	164	71.3%	63.4%	55.5%	51.2%	47.0%

Note. Data source: Florida Department of Education, Annual Program Performance Data

Institutional Data Report

Teacher Evaluation Metric:

A teacher's evaluation rating is comprised of the teacher's student learning growth score and the score on their performance evaluation. Each teacher is given a rating based on the following categories:

- Highly effective
- Effective
- Needs Improvement
- Developing – 1st 3 years of teaching
- Unsatisfactory

The tables below show the teacher evaluation ratings across all of FSU's state approved programs for the following school years:

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015

Table 13a

2011-2012 Teacher Evaluation Ratings for FSU's Initial Certification Programs

Teacher Evaluation Ratings	2008-2009 Completers	2009-2010 Completers	2010-2011 Completers
Highly Effective	24.4%	26.8%	26.7%
Effective	61.2%	60.0%	63.8%
Needs Improvement	1.7%	1.3%	0.5%
Needs Improvement/First 3 years of employment	0.0%	1.0%	1.4%
Not evaluated	12.8%	10.6%	7.1%
Unsatisfactory	0.0%	0.3%	0.5%
Total	242	310	210

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Table 13b

2012-2013 Teacher Evaluation Ratings for FSU's Initial Certification Programs

Teacher Evaluation Ratings	2009-2010 Completers	2010-2011 Completers	2011-2012 Completers
Highly Effective	40.4%	32.5%	28.6%
Effective	48.0%	56.7%	55.9%
Developing	1.3%	0.9%	1.8%
Unsatisfactory	0.0%	0.0%	0.5%
Not evaluated	8.8%	9.1%	12.3%
Unsatisfactory	0.0%	0.0%	0.5%
Total	319	231	220

Note. Data source: Florida Department of Education, Annual Program Performance Data for Teacher Evaluation matrix.
April 2016

Institutional Data Report

Table 13c

2013-2014 Teacher Evaluation Ratings for FSU's Initial Certification Programs

Teacher Evaluation Ratings	2010-2011 Completers	2011-2012 Completers	2012-2013 Completers
Highly Effective	43.3%	34.4%	26.5%
Effective	44.1%	53.3%	57.5%
Needs Improvement	0.8%	0.9%	0.5%
Needs Improvement/First 3 years of employment	2.5%	1.9%	1.4%
Not evaluated	9.2%	8.5%	14.2%
Unsatisfactory	0.0%	0.9%	0.0%
Total	238	212	219

Note. Data source: Florida Department of Education, Annual Program Performance Data for Teacher Evaluation matrix.

Table 13d

2014-2015 Teacher Evaluation Ratings for FSU's Initial Certification Programs

Teacher Evaluation Ratings	2011-2012 Completers	2012-2013 Completers	2013-2014 Completers
Highly Effective	26.7%	32.5%	43.3%
Effective	63.8%	56.7%	44.1%
Needs Improvement	0.5%	0.9%	0.8%
Needs Improvement/First 3 years of employment	1.4%	0.0%	2.5%
Not evaluated	7.1%	9.1%	9.2%
Unsatisfactory	0.5%	0.0%	0.0%
Total	210	231	238

Note. Data source: Florida Department of Education, Annual Program Performance Data for Teacher Evaluation matrix.

Institutional Data Report

Student Learning Growth Metric:

Student growth is measured through a state adopted Value Added Model (VAM). VAMs measure the impact of a teacher on student learning and account for factors that may impact the learning process, including student characteristics. A teacher's VAM score represents an estimate of a teacher's impact on student learning after accounting for other factors that may impact learning. The following should be considered when reviewing VAM scores:

- 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
- Individual teacher scores are expressed in terms of Developmental Scale Score (DSS) points

Those teacher preparation programs that have VAM performance calculated on report cards are those that are considered in-file for teaching reading and/or math in grades 4-10. Only four programs at FSU are considered in-field for reading and/or math:

- Elementary Education, Bachelor's and Master's
- English Education, Bachelor's and Master's
- FSU-Teach Mathematics, Bachelor's and Master's
- Reading/Language Arts, Master's

The tables below shows the average VAM score for each program for each completer year for mathematics and reading, as well as the standard error. VAM scores are provided for one school year across three cohorts of completers. The tables include VAM scores for the following school years:

- 2012-2013
- 2013-2014

Institutional Data Report

Table 14a

Average Mathematics VAM Scores by completer year for FSU's In-Field Completers Teaching Mathematics in Grades 3-10 for 2012-2013 Academic Year

Completer Year	Program	Number of Completers	Number of Completers in Analysis	Average VAM Score	Standard Error
2009-2010	Mathematics	23	8	-0.17	0.09
	Elementary Education	127	15	-0.2	0.17
2010-2011	Mathematics	19	6	-0.06	0.05
	Elementary Education	89	11	0.04	0.07
2011-2012	Mathematics	9	2	-0.22	0.08
	Elementary Education	88	19	-0.08	0.09
Total	Mathematics	51	16	-0.13	0.05
	Elementary Education	304	45	-0.14	0.09

Note. Data source: Florida Department of Education, Annual Program Performance Data

Table 14b

Average Mathematics VAM Scores by completer year for FSU's In-Field Completers Teaching Mathematics in Grades 3-10 for 2013-2014 Academic Year

Completer Year	Program	Number of Completers	Number of Completers in Analysis	Average VAM Score	Standard Error
2010-2011	Mathematics	19	4	-0.11	0.16
	Elementary Education	88	5	0.11	0.16
2011-2012	Mathematics	9	2	0.21	0.13
	Elementary Education	87	17	-0.13	0.11
2012-2013	Mathematics	16	4	0.04	0.13
	Elementary Education	75	7	-0.27	0.17
Total	Mathematics	44	10	0.04	0.14
	Elementary Education	250	29	-0.10	0.15

Note. Data source: Florida Department of Education, Annual Program Performance Data

Institutional Data Report

Table 15a

Average Reading VAM Scores by completer year for FSU's Completers Teaching Reading in Grades 3-10 for 2012-2013 Academic Year

Completer Year	Program	Number of Completers	Number of Completers in Analysis	Avg. Completer VAM Reading Score	Standard Error
2009-2010	Reading/Language Arts	21	9	-0.01	0.14
	English Education	37	14	0.05	0.06
	Elementary Education	127	22	0.12	0.14
2010-2011	Reading/Language Arts	14	10	-0.05	0.05
	English Education	31	19	-0.05	0.06
	Elementary Education	89	16	0.02	0.06
2011-2012	Reading/Language Arts	6	1	0.02	0.14
	English Education	23	9	-0.12	0.09
	Elementary Education	88	21	-0.11	0.07
Total	Reading/Language Arts	41	20	-0.03	0.07
	English Education	91	42	-0.03	0.04
	Elementary Education	304	59	-0.03	0.05

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Institutional Data Report

Table 15b

Average Reading VAM Scores by completer year for FSU's Completers Teaching Reading in Grades 3-10 for 2013-2014 Academic Year

Completer Year	Program	Number of Completers	Number of Completers in Analysis	Avg. Completer VAM Reading Score	Standard Error
2010-2011	Reading/Language Arts	14	7	0.32	0.13
	English Education	34	22	-0.07	0.12
	Elementary Education	88	1	0.15	
2011-2012	Reading/Language Arts	6	1	0.15	
	English Education	32	13	0.05	0.10
	Elementary Education	87	5	0.23	0.11
2012-2013	Reading/Language Arts	2	1	0.03	
	English Education	30	18	-0.05	0.12
	Elementary Education	75	4	-0.30	0.29
Total	Reading/Language Arts	22	9	0.17	0.04
	English Education	96	53	-0.02	0.11
	Elementary Education	250	10	0.03	0.13

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Institutional Data Report

Student Performance by Sub-Group Metric:

This metric shows the average student learning growth attained by students within the following sub-groups and whether expectations were met for these students being taught by completers in reading or math in grades 4-10. The following sub-groups are measured:

- Free-Reduced Lunch (FRL)
- English Language Learners (ELLs)
- Students with Disabilities (SWDs)
- African American
- Asian
- White
- Hispanic
- Multi-racial
- Native American

The two tables show the APPR scores and data for student performance by sub-group. The columns represent the percentage of students by sub-group and race taught by FSU's completers that met expectations and the percentage statewide. The following school years are included for reading and mathematics:

- 2012-2013
- 2013-2014

Table 16a

Average Number of students and Percentage Met by Sub-Group for Mathematics for 2012-2013 Academic Year

Academic Year	n	Met Expectations	Free-Reduced Lunch	Free-Reduced Lunch Met	Disabilities	Disabilities Met	ELLs	ELLs Met
2009-2010	1368	54.5%	797	56.5%	174	62.6%	57	70.2%
2010-2011	1094	53.8%	585	49.9%	105	57.1%	32	62.5%
2011-2012	1245	49.2%	802	50.5%	130	44.6%	52	50.0%
Total	3707	52.5%	2184	52.5%	409	55.5%	141	61.0%

Note. Data source: Florida Department of Education, Annual Program Performance Data

Institutional Data Report

Table 16b

Average Number of students and Percentage Met by Sub-Group for Mathematics for 2013-2014 Academic Year

Academic Year	n	Met Expectations	Free-Reduced Lunch	Free-Reduced Lunch Met	Disabilities	Disabilities Met	ELLs	ELLs Met
2010-2011	1067	51.8%	566	49.3%	132	53.0%	61	57.4%
2011-2012	1153	53.3%	597	49.9%	91	57.1%	42	64.3%
2012-2013	1060	49.0%	568	47.4%	145	46.9%	70	51.4%
Total	3280	51.4%	1731	48.9%	368	51.6%	173	56.6%

Note. Data source: Florida Department of Education, Annual Program Performance Data

Table 16c

Average Number of students and Percentage Met by Sub-Group for Reading for 2012-2013 Academic Year

Academic Year	n	Met Expectations	Free-Reduced Lunch	Free-Reduced Lunch Met	Disabilities	Disabilities Met	ELLs	ELLs Met
2009-2010	2788	50.7%	1407	49.4%	281	49.1%	60	50.0%
2010-2011	3179	52.0%	1721	49.8%	285	53.3%	119	53.8%
2011-2012	2368	47.9%	1427	46.1%	206	47.1%	61	47.5%
Total	8335	50.4%	4555	48.5%	772	50.1%	240	51.3%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Table 16d

Average Number of students and Percentage Met by Sub-Group for Reading for 2013-2014 Academic Year

Academic Year	n	Met Expectations	Free-Reduced Lunch	Free-Reduced Lunch Met	Disabilities	Disabilities Met	ELLs	ELLs Met
2010-2011	3399	49.8%	1594	49.0%	285	55.8%	70	51.4%
2011-2012	2197	48.4%	1073	45.4%	230	57.0%	62	61.3%
2012-2013	2574	50.0%	1226	49.1%	255	50.6%	82	54.9%
Total	8170	49.5%	3893	48.0%	770	54.4%	214	55.6%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Institutional Data Report

Table 17a

Average Number of students and Percentage Met by Race for Mathematics for 2012-2013 Academic Year

Academic Year	Asian	Asian Met	Black	Black Met	Native American	Native American Met	White	White Met	Multi-Racial	Multi-Racial Met	Hispanic	Hispanic Met
2009-2010	36	50.0%	377	51.5%	7	71.4%	674	55.9%	52	50.0%	220	57.3%
2010-2011	33	63.6%	236	50.0%	5	60.0%	557	55.7%	53	60.4%	209	49.8%
2011-2012	22	63.6%	418	44.7%	4	75.0%	532	51.7%	36	55.6%	231	48.5%
Total	91	58.2%	1031	48.4%	16	68.8%	1763	54.6%	141	55.3%	660	51.8%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Table 17b

Average Number of students and Percentage Met by Race for Mathematics for 2013-2014 Academic Year

Academic Year	Asian	Asian Met	Black	Black Met	Native American	Native American Met	White	White Met	Multi-Racial	Multi-Racial Met	Hispanic	Hispanic Met
2009-2010	26	84.6%	297	53.2%	5	20.0%	476	48.7%	44	43.2%	219	55.3%
2010-2011	13	76.9%	288	51.4%	2	50.0%	506	50.8%	61	62.3%	283	56.5%
2011-2012	25	52.0%	348	57.2%	2	50.0%	490	47.1%	31	35.5%	164	39.0%
Total	64	70.3%	933	54.1%	9	33.3%	1472	48.9%	136	50.0%	666	51.8%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Institutional Data Report

Table 17c

Average Number of students and Percentage Met by Race for Reading for 2012-2013 Academic Year

Academic Year	Asian	Asian Met	Black	Black Met	Native American	Native American Met	White	White Met	Multi-Racial	Multi-Racial Met	Hispanic	Hispanic Met
2009-2010	81	53.1%	525	47.6%	16	43.8%	1400	51.6%	95	40.0%	670	52.4%
2010-2011	95	65.3%	745	50.2%	15	40.0%	1621	51.8%	137	54.0%	566	52.5%
2011-2012	64	60.9%	833	46.8%	11	27.3%	990	48.8%	67	43.3%	403	47.4%
Total	240	60.0%	2103	48.2%	42	38.1%	4011	51.0%	299	47.2%	1639	51.2%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Table 17d

Average Number of students and Percentage Met by Race for Reading for 2013-2014 Academic Year

Academic Year	Asian	Asian Met	Black	Black Met	Native American	Native American Met	White	White Met	Multi-Racial	Multi-Racial Met	Hispanic	Hispanic Met
2009-2010	128	50.0%	663	44.6%	25	60.0%	1720	50.4%	132	50.0%	731	52.5%
2010-2011	43	51.2%	702	45.4%	8	50.0%	1037	50.1%	73	52.1%	334	48.2%
2011-2012	63	55.6%	692	44.8%	17	52.9%	1249	50.8%	82	46.3%	471	55.2%
Total	234	51.7%	2057	45.0%	50	56.0%	4006	50.5%	287	49.5%	1536	52.4%

Note. Data source: Florida Department of Education, Annual Program Performance Data.

Institutional Data Report

Intern Exit Survey Data

Each semester, interns are surveyed on their preparedness in demonstrating the Florida Educator Accomplished Practices (FEAPs). The table below reflects the responses to questions from interns in Fall 2014 and Spring 2015. Data are provided by question.

Table 20

Number of respondents and percentages by program for Fall 2014 and Spring 2015

Program Name	Fall 2014		Spring 2015	
	Number	Percentage	Number	Percentage
Art Education	4	8.2%	0	0.0%
Early Childhood Education	2	4.1%	10	20.8%
Educational Media Specialist	3	6.1%	1	2.1%
Elementary Education	13	26.5%	8	16.7%
Elementary Education - PC	0	0.0%	3	6.3%
English Education	2	4.1%	9	18.8%
Foreign and Second Language	0	0.0%	1	2.1%
FSU-Teach	3	6.1%	0	0.0%
Music Education	7	14.3%	7	14.6%
Science, MST	1	2.0%	0	0.0%
Social Science Education	5	10.2%	5	10.4%
Visual Disabilities	9	18.4%	4	8.3%
Total	49		48	

Note. Data source: Florida State University College of Education Intern Exit Survey

Institutional Data Report

Table 20a
Intern Exit Survey Responses

	Fall 2014					Spring 2015				
	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<u>Planning and Instruction</u>										
Aligns with state-adopted standards	49	65.3%	30.6%	4.1%	0%	49	71.4%	28.6%	0.0%	0.0%
Sequences concepts to ensure student understanding	49	65.3%	30.6%	4.1%	0%	49	63.3%	36.7%	0.0%	0.0%
Allows students to achieve learning goals	49	67.3%	32.7%	0.0%	0%	49	63.3%	34.7%	2.0%	0.0%
Uses formative assessments	49	71.4%	26.5%	2.0%	0%	49	59.2%	30.6%	6.1%	4.1%
Uses student data to plan lessons	49	65.3%	28.6%	4.1%	2%	49	55.1%	34.7%	4.1%	6.1%
Creates developmentally appropriate learning experiences	49	67.3%	28.6%	4.1%	0%	49	67.3%	28.6%	0.0%	4.1%
<u>Learning Environments</u>										
Organizing and managing class time and physical space	49	55.1%	34.7%	10.2%	0%	49	63.3%	32.7%	4.1%	0.0%
Managing student/class behaviors	49	49.0%	34.7%	16.3%	0%	49	59.2%	30.6%	10.2%	0.0%
Holding high expectations for all students	49	71.4%	28.6%	0.0%	0%	49	73.5%	26.5%	0.0%	0.0%
Respecting students' diversity and differing needs	49	77.6%	22.4%	0.0%	0%	49	75.5%	24.5%	0.0%	0.0%
Modeling appropriate communication skills	49	73.5%	26.5%	0.0%	0%	49	69.4%	28.6%	2.0%	0.0%
Maintaining a climate of fairness and support	49	73.5%	24.5%	0.0%	2%	49	73.5%	24.5%	2.0%	0.0%
Encouraging student inquiry	49	73.5%	22.4%	4.1%	0%	49	67.3%	28.6%	4.1%	0.0%
Using current technologies to enhance learning and enable students to master learning goals	49	65.3%	32.7%	2.0%	0%	49	59.2%	36.7%	4.1%	0.0%
Adapting the learning environment to meet student needs	49	75.5%	24.5%	0.0%	0%	49	67.3%	32.7%	0.0%	0.0%
<u>Instructional Delivery</u>										
Delivering engaging and challenging lessons	49	71.4%	24.5%	4.1%	0%	49	63.3%	32.7%	4.1%	0.0%
Deepening and enriching student understanding of content	49	73.5%	20.4%	6.1%	0%	49	61.2%	32.7%	6.1%	0.0%
Using content area literacy strategies for student understanding	49	63.3%	30.6%	6.1%	0%	49	61.2%	36.7%	2.0%	0.0%
Identifying gaps in students' knowledge	49	61.2%	34.7%	4.1%	0%	49	63.3%	30.6%	6.1%	0.0%
Modifying instruction to respond to misconceptions.	49	73.5%	20.4%	6.1%	0%	49	69.4%	24.5%	6.1%	0.0%
Relating subject matter with life experiences and other subjects	49	69.4%	26.5%	4.1%	0%	49	65.3%	30.6%	4.1%	0.0%
Employing higher order questioning techniques.	49	69.4%	24.5%	6.1%	0%	49	63.3%	32.7%	4.1%	0.0%
Applying different instructional strategies to support all students' learning.	49	73.5%	24.5%	2.0%	0%	49	67.3%	30.6%	2.0%	0.0%

Institutional Data Report

Table 20a (continued)
Intern Exit Survey Responses

	Fall 2014					Spring 2015				
	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory
<u>Instructional Delivery</u>										
Differentiating instruction based on individual student learning needs	49	71.4%	26.5%	2.0%	0%	49	73.5%	24.5%	2.0%	0.0%
Providing immediate and specific feedback to students	49	73.5%	24.5%	2.0%	0%	49	63.3%	34.7%	2.0%	0.0%
Using student feedback to monitor and adjust instruction.	49	77.6%	20.4%	2.0%	0%	49	65.3%	32.7%	2.0%	0.0%

Note. Data source: Florida State University College of Education Intern Exit Survey

Institutional Data Report

Table 20b
Intern Exit Survey Responses

	Fall 2014					Spring 2015				
	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Assessment										
Analyze and apply data from assessments diagnose student learning needs and plan instruction	49	61.2%	34.7%	4.1%	0%	49	53.1%	36.7%	6.1%	4.1%
Design and align assessments to learning goals/objectives/outcomes	49	65.3%	32.7%	2.0%	0%	49	57.1%	36.7%	6.1%	0.0%
Use different assessment tools to monitor student progress	49	55.1%	40.8%	4.1%	0%	49	57.1%	36.7%	6.1%	0.0%
Modify assessments and testing conditions to accommodate learning styles and levels of knowledge	49	59.2%	32.7%	8.2%	0%	49	57.1%	34.7%	6.1%	2.0%
Share the outcomes of student assessment data with the student and the student parent/caregiver(s)	49	49.0%	32.7%	18.4%	0%	49	46.9%	38.8%	12.2%	2.0%
Use technology to organize and integrate assessment data	49	53.1%	38.8%	8.2%	0%	49	53.1%	32.7%	12.2%	2.0%
Continuous Improvement										
Creating professional goals to improve instruction	49	65.3%	30.6%	4.1%	0%	49	63.3%	26.5%	10.2%	0.0%
Use research to improve instruction	49	57.1%	34.7%	8.2%	0%	49	59.2%	28.6%	8.2%	4.1%
Use a variety of data to evaluate learning, adjust planning, and improve instruction.	49	61.2%	34.7%	4.1%	0%	49	59.2%	34.7%	4.1%	2.0%
Collaborating with home, other teachers, and the community to improve communication and support student learning	49	49.0%	40.8%	8.2%	2%	49	57.1%	36.7%	6.1%	0.0%
Participating in professional growth and reflection	49	65.3%	28.6%	4.1%	2%	49	63.3%	36.7%	0.0%	0.0%
Implementing knowledge and skills learned in professional development in teaching process	49	69.4%	26.5%	4.1%	0%	49	65.3%	34.7%	0.0%	0.0%
Ethics and Professional Conduct										
Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations	49	81.6%	14.3%	0.0%	4%	49	75.5%	22.4%	2.0%	0.0%
Recognizing statutory grounds and procedures for disciplinary action	49	75.5%	20.4%	2.0%	2%	49	75.5%	22.4%	2.0%	0.0%
Reporting incidences of abuse, neglect, or other signs of distress.	49	71.4%	22.4%	4.1%	2%	49	67.3%	26.5%	4.1%	2.0%

Note. Data source: Florida State University College of Education Intern Exit Survey

Institutional Data Report

Cooperating Teacher Data:

Each semester, cooperating teachers are surveyed on their perception of intern's preparedness in demonstrating the Florida Educator Accomplished Practices (FEAPs). The table below reflects cooperating teachers who had FSU interns in Fall 2014 and Spring 2015.

Table 22
Cooperating Teacher Survey Responses

	Fall 2014					Spring 2015				
	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory	n	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Please rate this teacher's performance in the area of										
Instructional Design and Lesson Planning	57	37	19	0	1	72	45	27	0	0
The Learning Environment	57	42	14	0	1	72	47	22	0	3
Instructional Delivery and Facilitation	57	41	14	0	2	72	46	24	0	2
Assessment	57	35	21	0	1	72	36	34	0	2
Continuous Professional Improvement	57	35	21	0	1	72	36	35	0	1
Professional Responsibility and Ethical Conduct	57	44	13	0	0	72	55	17	0	0
Total	342	234	102	0	6	432	265	159	0	8

Note. Data source: Florida State University College of Education Cooperating Teacher Survey

Institutional Data Report

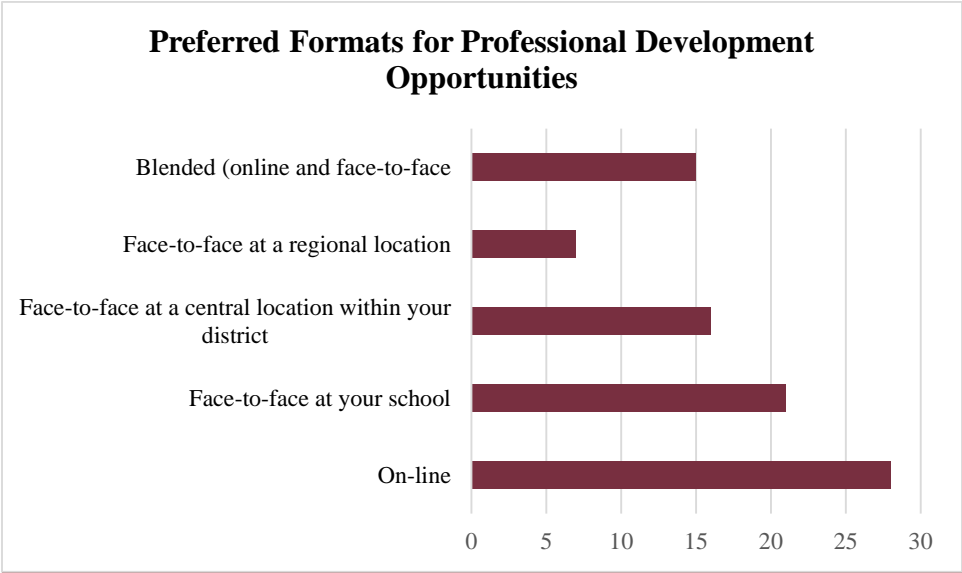


Figure 2. Percentages for preferred formats for professional development opportunities.

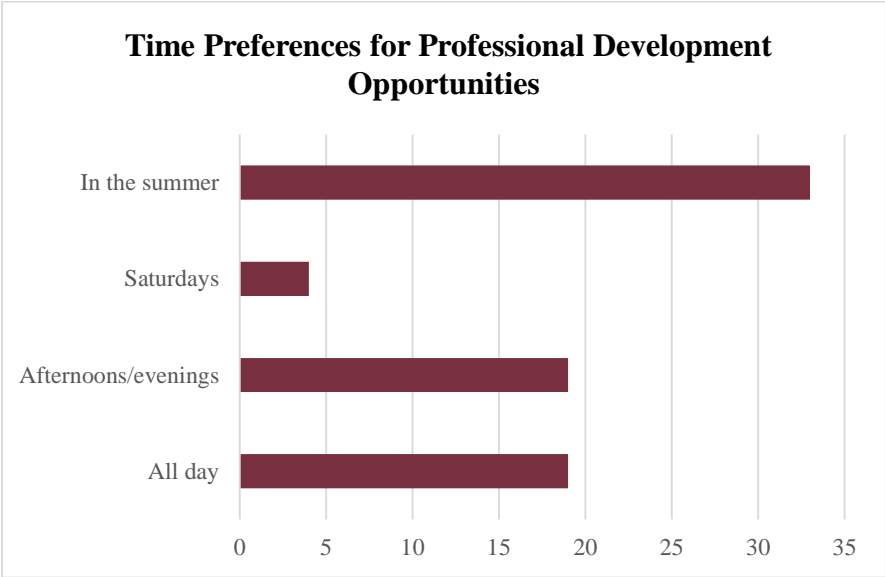


Figure 3. Percentages for time preferences for professional development opportunities.

Institutional Data Report

Completer Satisfaction Data:

The 2013-2014 completers that were employed Florida public schools in 2014-2015 were surveyed to determine their satisfaction with their preparation. The results of completers' satisfaction with their preparation in FSU's state approved programs are shown below.

Table 25

Number and Percentage of Completer Responses by Program

Program Name	Number of Responses	Percentage of Responses
Art Education	1	3.2%
Early Childhood Education	5	16.1%
Elementary Education	14	45.2%
English Education	2	6.5%
Exceptional Student Education	1	3.2%
FSU-Teach	2	6.5%
Mathematics, MST	2	6.5%
Music Education	3	9.7%
Social Science Education	1	3.2%
Total	31	

Note. Data source: Florida State University College of Education Completer Survey

Institutional Data Report

Table 26a

2013-2014 Completer Satisfaction Survey Responses

	Highly Effective	Effective	Need Improvement	Unsatisfactory
Overall, how effective do you feel as a teacher?	25.8%	71.0%	3.2%	0.0%
<u>How effective was your teacher preparation program in preparing you to plan and design instruction that</u>				
Aligns with state-adopted standards	22.6%	71.0%	6.5%	0.0%
Sequences concepts to ensure student understanding	32.3%	51.6%	16.1%	0.0%
Allows students to achieve learning goals	29.0%	67.7%	3.2%	0.0%
Uses formative assessments	35.5%	51.6%	12.9%	0.0%
Uses student data to plan lessons	32.3%	45.2%	19.4%	3.2%
Creates developmentally appropriate learning experiences	41.9%	51.6%	6.5%	0.0%
<u>How effective was your teacher preparation program in preparing you in creating a supportive learning environment</u>				
Organizing and managing class time and physical space	48.4%	41.9%	6.5%	3.2%
Managing student/class behaviors	25.8%	58.1%	12.9%	3.2%
Holding high expectations for all students	54.8%	45.2%	0.0%	0.0%
Respecting students' diversity and differing needs	61.3%	38.7%	0.0%	0.0%
Modeling appropriate communication skills	48.4%	48.4%	3.2%	0.0%
Maintaining a climate of fairness and support	54.8%	41.9%	3.2%	0.0%
Encouraging student inquiry	38.7%	58.1%	3.2%	0.0%
Using current technologies to enhance learning and enable students to master learning goals	35.5%	51.6%	9.7%	3.2%
Adapting the learning environment to meet student needs	38.7%	51.6%	9.7%	0.0%
<u>How effective was your teacher preparation program in preparing you to deliver instruction by:</u>				
Delivering engaging and challenging lessons	45.2%	51.6%	3.2%	0.0%
Deepening and enriching student understanding of content	29.0%	64.5%	6.5%	0.0%
Using content area literacy strategies for student understanding	32.3%	54.8%	12.9%	0.0%
Identifying gaps in students' knowledge	22.6%	58.1%	19.4%	0.0%
Modifying instruction to respond to misconceptions.	29.0%	64.5%	6.5%	0.0%
Relating subject matter with life experiences and other subjects	48.4%	48.4%	3.2%	0.0%

Institutional Data Report

Table 26a (continued)

2013-2014 Completer Satisfaction Survey Responses

	Highly Effective	Effective	Need Improvement	Unsatisfactory
<u>How effective was your teacher preparation program in preparing you to deliver instruction by:</u>				
Employing higher order questioning techniques.	45.2%	41.9%	12.9%	0.0%
Applying different instructional strategies to support all students' learning.	41.9%	51.6%	6.5%	0.0%
Differentiating instruction based on individual student learning needs	38.7%	48.4%	12.9%	0.0%
Providing immediate and specific feedback to students	45.2%	45.2%	9.7%	0.0%
Using student feedback to monitor and adjust instruction.	35.5%	58.1%	6.5%	0.0%

Note. Data source: Florida State University College of Education Cooperating Teacher Survey

Institutional Data Report

Table 26b

2013-2014 Completer Satisfaction Survey Responses

	Highly Effective	Effective	Need Improvement	Unsatisfactory
<u>How effective was your teacher preparation program in preparing you in assessment:</u>				
Analyze and apply data from assessments diagnose students' learning needs and plan instruction	25.8%	51.6%	19.4%	3.2%
Design and align assessments to learning goals/objectives/outcomes	51.6%	38.7%	9.7%	0.0%
Use different assessment tools to monitor student progress	38.7%	51.6%	9.7%	0.0%
Modify assessments and testing conditions to accommodate learning styles and levels of knowledge	29.0%	51.6%	19.4%	0.0%
Share the outcomes of student assessment data with the student and the student's parent/caregiver(s)	25.8%	41.9%	32.3%	0.0%
Use technology to organize and integrate assessment data	25.8%	45.2%	25.8%	3.2%
<u>How effective was your teacher preparation program in preparing you to continuously improve your instruction:</u>				
Creating professional goals to improve instruction	38.7%	58.1%	3.2%	0.0%
Use research to improve instruction	48.4%	48.4%	3.2%	0.0%
Use a variety of data to evaluate learning, adjust planning, and improve instruction.	38.7%	54.8%	6.5%	0.0%
Collaborating with home, other teachers, and the community to improve communication and support student learning	38.7%	41.9%	19.4%	0.0%
Participating in professional growth and reflection	45.2%	54.8%	0.0%	0.0%
Implementing knowledge and skills learned in professional development in teaching process	41.9%	58.1%	0.0%	0.0%
<u>How effective was your teacher preparation program in preparing you in the Code Ethics and Professional Practices:</u>				
Applying the Code of Ethics and Principles of Professional Conduct to professional and personal situations	71.0%	29.0%	0.0%	0.0%
Recognizing statutory grounds and procedures for disciplinary action	71.0%	25.8%	3.2%	0.0%
Reporting incidences of abuse, neglect, or other signs of distress.	67.7%	32.3%	0.0%	0.0%

Note. Data source: Florida State University College of Education Cooperating Teacher Survey

Institutional Data Report

Student Teaching Evaluation Data:

The following tables show midterm and final student teaching evaluation results for interns in Fall 2014 and Spring 2015. The Student Teaching Evaluations are based on the Florida Educator Accomplished Practices.

Table 28

Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Fall 2014

	2014 Midterm					2014 Final				
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
How effective was your teacher preparation program in preparing you to do the following?										
<u>Instructional Design and Planning</u>										
Aligns instruction with state-adopted standards at the appropriate level of rigor	84	0.0%	3.6%	67.9%	28.6%	0.0%	87	0.0%	37.9%	62.1%
Sequences lessons and concepts to ensure coherence and required prior knowledge	84	1.2%	8.3%	59.5%	31.0%	0.0%	87	0.0%	35.6%	64.4%
Designs instruction for students to achieve mastery	84	2.4%	7.1%	59.5%	31.0%	0.0%	87	0.0%	29.9%	70.1%
Selects appropriate formative assessments to monitor learning.	84	1.2%	4.8%	69.0%	25.0%	0.0%	87	0.0%	41.4%	58.6%
Uses diagnostic student data to plan lessons	84	0.0%	9.5%	57.1%	31.0%	2.4%	87	0.0%	42.5%	57.5%
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	84	0.0%	8.3%	58.3%	33.3%	0.0%	87	0.0%	26.4%	73.6%
<u>The Learning Environment</u>										
Organizes, allocates, and manages the resources of time, space, and attention	84	2.4%	4.8%	61.9%	31.0%	0.0%	87	1.1%	35.6%	63.2%
Manages individual and class behaviors through a well-planned management system	84	9.5%	57.1%	29.8%	0.0%	0.0%	87	0.0%	41.4%	58.6%
Conveys high expectations to all students	84	1.2%	52.4%	45.2%	0.0%	0.0%	87	0.0%	23.0%	77.0%
Respects students' cultural linguistic and family background	84	1.2%	50.0%	47.6%	1.2%	0.0%	87	0.0%	20.7%	79.3%
Models clear, acceptable oral and written communication skills	84	8.3%	46.4%	45.2%	0.0%	0.0%	87	0.0%	28.7%	71.3%
Maintains a climate of openness, inquiry, fairness and support	84	2.4%	48.8%	48.8%	0.0%	0.0%	87	0.0%	23.0%	77.0%
Integrates current information and communication technologies	84	2.4%	58.3%	36.9%	2.4%	0.0%	87	0.0%	41.4%	58.6%

Institutional Data Report

Table 28 (continued)

Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Fall 2014

	2014 Midterm						2014 Final			
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
Adapts the learning environment to accommodate the differing needs and diversity of students	84	6.0%	57.1%	36.9%	0.0%	0.0%	87	0.0%	23.0%	77.0%
Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	84	4.8%	59.5%	32.1%	3.6%	0.0%	85	0.0%	34.1%	65.9%
<u>Instructional Delivery and Facilitation</u>										
Deliver engaging and challenging lessons	84	8.3%	58.3%	33.3%	0.0%	0.0%	87	0.0%	27.6%	72.4%
Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	84	7.1%	65.5%	27.4%	0.0%	0.0%	87	0.0%	35.6%	64.4%
Identify gaps in students' subject matter knowledge	84	9.5%	60.7%	28.6%	1.2%	0.0%	87	0.0%	37.9%	62.1%
Modify instruction to respond to preconceptions or misconceptions	84	3.6%	65.5%	31.0%	0.0%	0.0%	86	0.0%	29.1%	70.9%
Relate and integrate the subject matter with other disciplines and life experiences	84	4.8%	70.2%	25.0%	0.0%	0.0%	87	0.0%	37.9%	62.1%
Employ higher-order questioning techniques	84	10.7%	56.0%	32.1%	1.2%	0.0%	87	0.0%	35.6%	64.4%
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding	84	4.8%	60.7%	34.5%	0.0%	0.0%	87	0.0%	25.3%	74.7%
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	84	11.9%	52.4%	34.5%	1.2%	0.0%	87	0.0%	29.9%	70.1%
Support, encourage, and provide immediate and specific feedback to students to promote student achievement	84	4.8%	50.0%	42.9%	1.2%	0.0%	87	0.0%	26.4%	73.6%
Utilize student feedback to monitor instructional needs and to adjust instruction	84	8.3%	56.0%	33.3%	1.2%	0.0%	87	0.0%	28.7%	71.3%

Note. Data source: Florida State University College of Education Student Teaching Evaluation

Institutional Data Report

Table 29

Responses for Assessment, Continuous Improvement and Ethics and Professional Practices Fall 2014

	2014 Midterm						2014 Final			
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
How effective was your teacher preparation program in preparing you to do the following?										
<u>Assessment</u>										
Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	84	11.9%	69.0%	17.9%	1.2%	0.0%	87	0.0%	43.7%	56.3%
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	84	4.8%	66.7%	25.0%	2.4%	0.0%	87	0.0%	43.7%	56.3%
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains	84	4.8%	65.5%	27.4%	2.4%	0.0%	87	0.0%	41.4%	58.6%
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	84	4.8%	70.2%	20.2%	4.8%	0.0%	87	0.0%	41.4%	58.6%
Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	84	9.5%	65.5%	15.5%	9.5%	0.0%	87	0.0%	47.1%	52.9%
Applies technology to organize and integrate assessment information	84	2.4%	63.1%	26.2%	8.3%	0.0%	87	0.0%	35.6%	64.4%
<u>Continuous Improvement</u>										
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	84	4.8%	61.9%	33.3%	0.0%	0.0%	87	0.0%	40.2%	59.8%
Examines and uses data-informed research to improve instruction and student achievement	84	7.1%	60.7%	26.2%	6.0%	0.0%	87	0.0%	47.1%	52.9%
Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	84	7.1%	63.1%	29.8%	0.0%	0.0%	87	0.0%	29.9%	70.1%
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	84	4.8%	67.9%	22.6%	4.8%	0.0%	87	0.0%	42.5%	57.5%
Engages in targeted professional growth opportunities and reflective practices	84	4.8%	52.4%	40.5%	2.4%	0.0%	87	0.0%	27.6%	72.4%

Institutional Data Report

Table 29 (continued)

Responses for Assessment, Continuous Improvement and Ethics and Professional Practices Fall 2014

	2014 Midterm					2014 Final				
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
<u>Continuous Improvement</u>										
Implements knowledge and skills learned in professional development in the teaching and learning process	84	6.0%	54.8%	38.1%	1.2%	0.0%	87	0.0%	29.9%	70.1%
<u>Ethics and Professional Practices</u>										
Applies the Code of Ethics and Principles of Professional Conduct to professional and personal situations	84	1.2%	51.2%	47.6%	0.0%	0.0%	87	0.0%	31.0%	69.0%
Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual	84	0.0%	60.7%	31.0%	8.3%	0.0%	87	0.0%	39.1%	60.9%
Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress	84	0.0%	59.5%	35.7%	4.8%	0.0%	87	0.0%	39.1%	60.9%
Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies	84	0.0%	57.1%	41.7%	1.2%	0.0%	87	0.0%	35.6%	64.4%
Determine and apply the appropriate use and maintenance of students' information and records	84	1.2%	51.2%	45.2%	2.4%	0.0%	87	0.0%	33.3%	66.7%

Note. Data source: Florida State University College of Education Student Teaching Evaluation

Institutional Data Report

Table 30

Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Spring 2015

	2015 Midterm						2015 Final			
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
How effective was your teacher preparation program in preparing you to do the following?										
<u>Instructional Design and Planning</u>										
Aligns instruction with state-adopted standards at the appropriate level of rigor	181	0.0%	3.3%	58.6%	38.1%	0.0%	195	0.0%	25.6%	74.4%
Sequences lessons and concepts to ensure coherence and required prior knowledge	181	0.6%	4.4%	60.8%	34.3%	0.0%	195	0.0%	24.6%	75.4%
Designs instruction for students to achieve mastery	181	0.0%	7.7%	57.5%	34.3%	0.6%	195	0.5%	25.1%	74.4%
Selects appropriate formative assessments to monitor learning.	181	1.1%	8.3%	61.9%	28.7%	0.0%	195	0.5%	33.3%	66.2%
Uses diagnostic student data to plan lessons	181	0.6%	11.0%	55.8%	27.6%	5.0%	195	1.0%	35.4%	63.6%
Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies	181	0.0%	6.6%	54.7%	38.7%	0.0%	195	0.5%	24.1%	75.4%
<u>The Learning Environment</u>										
Organizes, allocates, and manages the resources of time, space, and attention	181	0.6%	12.7%	58.0%	28.7%	0.0%	195	0.5%	33.3%	66.2%
Manages individual and class behaviors through a well-planned management system	181	1.1%	19.3%	51.9%	27.6%	0.0%	195	0.5%	37.9%	61.5%
Conveys high expectations to all students	181	0.0%	3.3%	47.0%	49.2%	0.6%	195	0.0%	21.0%	79.0%
Respects students' cultural linguistic and family background	181	0.0%	1.1%	44.8%	53.6%	0.6%	195	0.0%	17.9%	82.1%
Models clear, acceptable oral and written communication skills	181	0.0%	5.5%	56.4%	38.1%	0.0%	195	0.0%	25.6%	74.4%
Maintains a climate of openness, inquiry, fairness and support	181	0.6%	0.6%	48.6%	49.7%	0.6%	195	0.0%	18.5%	81.5%
Integrates current information and communication technologies	181	0.0%	2.2%	53.0%	43.1%	1.7%	195	0.0%	24.6%	75.4%
Adapts the learning environment to accommodate the differing needs and diversity of students	181	0.6%	8.8%	53.6%	35.9%	1.1%	195	0.0%	28.2%	71.8%

Institutional Data Report

Table 30 (continued)

Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Spring 2015

	2015 Midterm					2015 Final				
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
<u>The Learning Environment</u>										
Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals	181	0.0%	4.4%	55.8%	32.0%	7.7%	195	0.0%	28.7%	71.3%
<u>Instructional Delivery and Facilitation</u>										
Deliver engaging and challenging lessons	181	0.0%	7.2%	54.7%	38.1%	0.0%	195	0.5%	26.2%	73.3%
Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	181	0.6%	10.5%	57.5%	30.4%	1.1%	195	0.5%	30.8%	68.7%
Identify gaps in students' subject matter knowledge	181	0.6%	9.4%	61.9%	27.6%	0.6%	195	0.5%	32.3%	67.2%
Modify instruction to respond to preconceptions or misconceptions	181	0.0%	7.2%	60.2%	31.5%	1.1%	195	0.0%	30.8%	69.2%
Relate and integrate the subject matter with other disciplines and life experiences	181	0.0%	7.7%	56.4%	33.7%	2.2%	195	0.0%	30.8%	69.2%
Employ higher-order questioning techniques	181	0.0%	14.4%	59.1%	24.3%	2.2%	195	0.5%	32.8%	66.7%
Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding	181	0.0%	3.3%	59.7%	37.0%	0.0%	195	0.0%	24.1%	75.9%
Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	181	0.0%	10.5%	54.7%	33.7%	1.1%	195	0.5%	29.7%	69.7%
Support, encourage, and provide immediate and specific feedback to students to promote student achievement	181	0.0%	3.3%	54.7%	42.0%	0.0%	195	0.0%	24.1%	75.9%
Utilize student feedback to monitor instructional needs and to adjust instruction	181	1.1%	3.3%	58.6%	34.8%	2.2%	195	0.5%	26.7%	72.8%

Note. Data source: Florida State University College of Education Student Teaching Evaluation

Institutional Data Report

Table 31
Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Spring 2015

	2015 Midterm					2015 Final				
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
How effective was your teacher preparation program in preparing you to do the following?										
<u>Assessment</u>										
Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	181	0.6%	10.5%	62.4%	22.1%	4.4%	195	1.0%	35.9%	63.1%
Designs and aligns formative and summative assessments that match learning objectives and lead to mastery	181	0.6%	12.2%	59.7%	24.9%	2.8%	195	1.0%	34.4%	64.6%
Uses a variety of assessment tools to monitor student progress, achievement, and learning gains	181	0.0%	8.3%	61.9%	27.6%	2.2%	195	0.5%	30.8%	68.7%
Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge	181	0.0%	7.2%	60.8%	25.4%	6.6%	195	1.0%	30.8%	68.2%
Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)	181	0.0%	8.3%	60.8%	21.0%	9.9%	195	0.5%	37.4%	62.1%
Applies technology to organize and integrate assessment information	181	0.0%	5.5%	58.6%	32.6%	3.3%	195	1.0%	26.2%	72.8%
<u>Continuous Improvement</u>										
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs	181	0.6%	3.3%	62.4%	32.6%	1.1%	195	0.5%	31.3%	68.2%
Examines and uses data-informed research to improve instruction and student achievement	181	0.0%	4.4%	67.4%	23.2%	5.0%	195	0.0%	36.4%	63.6%
Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons	181	0.0%	5.5%	61.9%	23.8%	8.8%	195	0.0%	28.2%	71.8%
Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement	181	0.0%	5.5%	61.9%	23.8%	8.8%	195	0.5%	36.4%	63.1%
Engages in targeted professional growth opportunities and reflective practices	181	0.0%	3.3%	56.9%	37.6%	2.2%	195	0.5%	24.6%	74.9%
Implements knowledge and skills learned in professional development in the teaching and learning process	181	0.0%	4.4%	58.6%	34.8%	2.2%	195	0.0%	24.6%	75.4%

Institutional Data Report

Table 31 (continued)

Responses for Instructional Design and Planning, The Learning Environment and Instructional Delivery and Facilitation for Spring 2015

	2015 Midterm					2015 Final				
	n	Unsatisfactory	Needs Improvement	Developing	Prepared	Distinguished	n	Developing	Prepared	Distinguished
<u>Ethics and Professional Practices</u>										
Applies the Code of Ethics and Principles of Professional Conduct to professional and personal situations	181	0.6%	0.0%	42.0%	56.9%	0.6%	195	0.0%	17.4%	82.6%
Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual	181	0.0%	2.2%	50.8%	39.8%	7.2%	195	0.0%	22.6%	77.4%
Apply knowledge of rights, legal responsibilities, and procedures for reporting incidences of abuse, neglect, or other signs of distress	181	0.0%	1.7%	51.4%	35.4%	11.6%	195	0.0%	24.1%	75.9%
Identify and apply policies and procedures for the safe, appropriate, and ethical use of technologies	181	0.0%	0.6%	54.1%	45.3%	0.0%	195	0.0%	21.5%	78.5%
Determine and apply the appropriate use and maintenance of students' information and records	181	0.0%	1.7%	50.3%	46.4%	1.7%	195	0.0%	17.9%	82.1%

Note. Data source: Florida State University College of Education Student Teaching Evaluation