



## TITLE II ITP REPORT

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## CONTACT INFORMATION FOR EDUCATION DEAN OR DIRECTOR (DEPARTMENT CHAIR)

Salutation	Dr.
First Name	Kastro
Last Name	Hamed
Phone Number	(321) 674-7206
Email Address	khamed@fit.edu

## TEACHER QUALITY ENHANCEMENT (TQE) PARTNERSHIP GRANT

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant?	No
Award year	N/A
Grantee Name	N/A
Project Name	N/A
Grant Number	N/A
List Partner Districts/LEAs	N/A
List Other Partners	N/A
Project Type	N/A

## ACCREDITATION

Are your teacher preparation programs currently approved or accredited?	Yes
If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply.	State
Please specify other organization(s) that approved or accredited your programs.	N/A

## SUPERVISED CLINICAL EXPERIENCES

Average number of clock hours required prior to student teaching	26
Average number of clock hours required for student teaching	260
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty in supervised clinical experience during this	2

academic year	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	104
Please provide any additional information about or descriptions of the supervised clinical experiences	N/A

## ADMISSION REQUIREMENTS

Indicate when students are formally admitted into your institution's state-approved teacher preparation programs.	Freshman Year, Sophomore Year, Junior Year
Please provide any additional information about formal admission requirements.	Undergraduate admissions office does not specifically recruit for the education department; although they do have information printed and are ready to speak to inquiring students at college fairs and other recruiting events. The university also purchases names of high school graduates with expressed interest in middle and secondary education from the SAT & ACT lists. These students are sent information about the university, in general, and about the education department in particular.
Does your institution conditionally admit students to state-approved teacher preparation programs?	No
Provide a link to your website where additional information about admissions requirements can be found	<a href="http://cos.fit.edu/education/ugrad/reportcard.php">http://cos.fit.edu/education/ugrad/reportcard.php</a>
Please provide any additional information about or exceptions to the admissions information provided above.	N/A

## UNDERGRADUATE REQUIREMENTS

Transcript - Entry	No
Transcript - Exit	Yes
Fingerprint Check - Entry	No
Fingerprint Check - Exit	Yes
Background Check - Entry	No
Background Check - Exit	Yes
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	No
Minimum number of courses/credits/semester hours completed - Undergraduate - Exit	Yes
Minimum Undergraduate GPA - Entry	Yes

Minimum Undergraduate GPA - Exit	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Entry	Yes
Minimum GPA in Content Area Coursework - Undergraduate - Exit	Yes
Minimum GPA in Professional Education Coursework - Undergraduate - Entry	No
Minimum GPA in Professional Education Coursework - Undergraduate - Exit	No
Minimum ACT Score - Entry	No
Minimum ACT Score - Exit	No
Minimum SAT Score - Entry	No
Minimum SAT Score - Exit	No
Minimum Basic Skills Test Score - Undergraduate - Entry	No
Minimum Basic Skills Test Score - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Exit	Yes
Subject Area/Academic Content Test or Other Subject Matter Verification - Undergraduate - Entry	No
Recommendation(s) - Entry	Yes
Recommendation(s) - Exit	Yes
Essay or Personal Statement - Entry	Yes
Essay or Personal Statement - Exit	Yes
Interview - Entry	Yes
Interview - Exit	Yes
Other - Entry	No
Other - Exit	No
Please specify other entry and/or exit undergraduate admission requirements.	students can enter the program at any point in undergraduate time. This follows the Teach model.
What is the minimum GPA required for admission into the program?	2.5
What is the median GPA of individuals accepted into the program in this academic year?	3.2
What is the minimum GPA required for completing the program?	2.5

What was the median GPA of individuals completing the program in this academic year? 3.3

## POSTGRADUATE REQUIREMENTS (ITP)

Does your institution have postgraduate level program?	No
If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level.	
Transcript - PostGraduate - Entry	No
Transcript - PostGraduate - Exit	No
Fingerprint Check - PostGraduate - Entry	No
Fingerprint Check - PostGraduate - Exit	No
Background Check - PostGraduate - Entry	No
Background Check - PostGraduate - Exit	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Entry	No
Minimum number of courses/credits/semester hours completed - PostGraduate - Exit	No
Minimum Postgraduate GPA - Entry	No
Minimum Postgraduate GPA - Exit	No
Minimum GPA in Content Area Coursework - PostGraduate - Entry	No
Minimum GPA in Content Area Coursework - PostGraduate - Exit	No
Minimum GPA in Professional Education Coursework - PostGraduate - Entry	No
Minimum GPA in Professional Education Coursework - PostGraduate - Exit	No
Minimum ACT Score - PostGraduate - Entry	No
Minimum ACT Score - PostGraduate - Exit	No
Minimum SAT Score - PostGraduate - Entry	No
Minimum SAT Score - PostGraduate - Exit	No
Minimum Basic Skills Test Score - PostGraduate - Entry	No
Minimum Basic Skills Test Score - PostGraduate - Exit	No
Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Entry	No

Subject Area/Academic Content Test or Other Subject Matter Verification - PostGraduate - Exit	No
Recommendation(s) - PostGraduate - Entry	No
Recommendation(s) - PostGraduate - Exit	No
Essay or Personal Statement - PostGraduate - Entry	No
Essay or Personal Statement - PostGraduate - Exit	No
Interview - PostGraduate - Entry	No
Interview - PostGraduate - Exit	No
Other - Entry	No
Other - Exit	No
Please specify other entry and/or exit postgraduate admission requirements.	N/A
What is the minimum GPA required for admission into the program?	N/A
What is the median GPA of individuals accepted into the program in this academic year?	N/A
What is the minimum GPA required for completing the program?	2.5
What was the median GPA of individuals completing the program in this academic year?	N/A

## ANNUAL GOALS

Teacher Shortage Area: Mathematics Goal (2016-17)	Increase the number of mathematics majors in STEM Ed. by 10%.
Teacher Shortage Area: Mathematics Goal (2017-18)	Increase the number of mathematics majors in STEM Ed. by 10%.
Teacher Shortage Area: Mathematics Goal (2018-19)	Increase the number of mathematics majors in STEM Ed. by 10%
Teacher Shortage Area: Mathematics Goal Met? (2016-17)	Yes
Teacher Shortage Area: Mathematics Goal Met? (2017-18)	Yes
Teacher Shortage Area: Mathematics Goal Met? (2018-19)	Yes
	The entire program was changed to reflect the UTeach model due to low enrollment in the old program. This involved the creation of new courses, hiring new faculty, and requiring all students who complete a STEM Education major to also complete a second major in their STEM

Teacher Shortage Area: Mathematics  
Description of Strategies Used to Achieve Goal  
(2016-17)

field. The goal of this change was to open the door for more potential candidates who did not wish to leave their current STEM major and to create the next generation of highly qualified STEM teachers. As a result of these efforts the number of students in our program has dramatically increased and continues to increase. We continue to put recruitment at the forefront of our efforts, and have made many attempts to increase the awareness of our program campus and community wide (See below). • Faculty members from STEM Education visit the new student department meetings of Biology, Mathematics, Chemistry, and Physics the week before school starts in the fall semester of each year to recruit for STEM Education. • Faculty members from STEM Education visit all Calculus I courses during the spring semester to recruit potential STEM Ed. majors. • Faculty members teaching freshman STEM courses (in other departments) are provided information and materials to share with students in their courses about STEM Education. • Discovery day events (campus visits by prospective students, large event twice per year) Faculty from our department meet and greet potential students to discuss and recruit for the STEM Education major. • Faculty visit with county guidance counselors at the local high schools to inform them about our program and provide them with materials and information for prospective students. • We have a close working relationship with Brevard County Schools and invite HR representatives twice a year to meet with our upcoming graduates to help them transition to teaching by assisting with the employment process. • Posters and flyers are posted around campus promoting STEM Education and encouraging students to try out teaching by enrolling in our first course. • Recruiting emails are sent to all potential students about our STEM Ed. program (5,000+ emails per year) • STEM Poster with detailed inquiry-based lesson plan sent out to teachers across the country to use in the classroom. The lessons were developed with the assistance of faculty in STEM, STEM Education, and Marketing to promote education and the STEM fields at our university. • We use our STEM Ed. students as advocates of our program and to increase awareness about our program on campus, during new student orientations and campus visits, and in local schools as interns throughout the program.

Teacher Shortage Area: Mathematics  
Description of Strategies Used to Achieve Goal  
(2017-18)

The entire program was changed to reflect the UTeach model due to low enrollment in the old program. This involved the creation of new courses, hiring new faculty, and requiring all students who complete a STEM Education major to also complete a second major in their STEM field. The goal of this change was to open the door for more potential candidates who did not wish to leave their current STEM major and to create the next generation of highly qualified STEM teachers. As a result of these efforts the number of students in our program has dramatically increased and continues to increase. We continue to put recruitment at the forefront of our efforts, and have made many attempts to increase the awareness of our program campus and community wide (See below). • Faculty members from STEM Education will visit the new student department meetings of Biology, Mathematics, Chemistry, and Physics the week before school starts in the fall semester of each year to recruit for STEM Education. • Faculty members from STEM Education will visit all Calculus I courses during the spring semester to recruit potential STEM Ed. majors. • Faculty members teaching freshman STEM courses (in other departments) will be provided information and materials to share with students in their courses about STEM Education. • Discovery day events (campus visits by prospective students, large event twice per year) Faculty from our department meet and greet potential students to discuss and recruit for the STEM Education major. • We have a close working relationship with Brevard County Schools and invite HR representatives twice a year to meet with our upcoming graduates to help them transition to teaching by assisting with the employment process. • Posters and flyers are posted around campus promoting STEM Education and encouraging students to try out teaching by enrolling in our first course. • Recruiting emails are sent to all potential students about our

	STEM Ed. program (5,000+ emails per year) • We use our STEM Ed. students as advocates of our program and to increase awareness about our program on campus, during new student orientations and campus visits, and in local schools as interns throughout the program.
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2018-19)	We found the emails to potential students, visiting department meetings of new student orientations, student advocates, and working with other departments to be the most effective in meeting our goals.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	We found the emails to potential students, visiting department meetings of new student orientations, student advocates, and working with other departments to be the most effective in meeting our goals.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	Not applicable at this point.
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	We found the emails to potential students, visiting department meetings of new student orientations, student advocates, and working with other departments to be the most effective in meeting our goals.
Teacher Shortage Area: Mathematics Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Science Goal (2016-17)	Increase the number of mathematics majors in STEM Ed. by 10%.
Teacher Shortage Area: Science Goal (2017-18)	Increase the number of mathematics majors in STEM Ed. by 10%.
Teacher Shortage Area: Science Goal (2018-19)	Increase the number of Science majors in STEM Ed. by 10%
Teacher Shortage Area: Science Goal Met? (2016-17)	Yes
Teacher Shortage Area: Science Goal Met? (2017-18)	Yes
Teacher Shortage Area: Science Goal Met? (2018-19)	Yes
	The entire program was changed to reflect the UTeach model due to low enrollment in the old program. This involved the creation of new courses, hiring new faculty, and requiring all students who complete a STEM Education major to also complete a second major in their STEM field. The goal of this change was to open the door for more potential candidates who did not wish to leave their current STEM major and to create the next generation of highly qualified STEM teachers. As a result of these efforts the number of students in our program has dramatically increased and continues to increase. We continue to put recruitment at the forefront of our efforts, and have made many attempts to increase the awareness of our program campus and community wide (See below). • Faculty members from STEM Education visit the new student department meetings of Biology, Mathematics, Chemistry, and Physics the week before school starts in the fall semester of each year to recruit for STEM Education. • Faculty members from STEM Education visit all Calculus I courses during the spring semester to recruit potential STEM Ed. majors. • Faculty members teaching freshman STEM courses (in other departments) are provided information and materials to share with students in their



Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2016-17)

courses about STEM Education. • Discovery day events (campus visits by prospective students, large event twice per year) Faculty from our department meet and greet potential students to discuss and recruit for the STEM Education major. • Faculty visit with county guidance counselors at the local high schools to inform them about our program and provide them with materials and information for prospective students. • We have a close working relationship with Brevard County Schools and invite HR representatives twice a year to meet with our upcoming graduates to help them transition to teaching by assisting with the employment process. • Posters and flyers are posted around campus promoting STEM Education and encouraging students to try out teaching by enrolling in our first course. • Recruiting emails are sent to all potential students about our STEM Ed. program (5,000+ emails per year) • STEM Poster with detailed inquiry-based lesson plan sent out to teachers across the country to use in the classroom. The lessons were developed with the assistance of faculty in STEM, STEM Education, and Marketing to promote education and the STEM fields at our university. • We use our STEM Ed. students as advocates of our program and to increase awareness about our program on campus, during new student orientations and campus visits, and in local schools as interns throughout the program.

Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2017-18)

The entire program was changed to reflect the UTeach model due to low enrollment in the old program. This involved the creation of new courses, hiring new faculty, and requiring all students who complete a STEM Education major to also complete a second major in their STEM field. The goal of this change was to open the door for more potential candidates who did not wish to leave their current STEM major and to create the next generation of highly qualified STEM teachers. As a result of these efforts the number of students in our program has dramatically increased and continues to increase. We continue to put recruitment at the forefront of our efforts, and have made many attempts to increase the awareness of our program campus and community wide (See below). • Faculty members from STEM Education will visit the new student department meetings of Biology, Mathematics, Chemistry, and Physics the week before school starts in the fall semester of each year to recruit for STEM Education. • Faculty members from STEM Education will visit all Calculus I courses during the spring semester to recruit potential STEM Ed. majors. • Faculty members teaching freshman STEM courses (in other departments) will be provided information and materials to share with students in their courses about STEM Education. • Discovery day events (campus visits by prospective students, large event twice per year) Faculty from our department meet and greet potential students to discuss and recruit for the STEM Education major. • We have a close working relationship with Brevard County Schools and invite HR representatives twice a year to meet with our upcoming graduates to help them transition to teaching by assisting with the employment process. • Posters and flyers are posted around campus promoting STEM Education and encouraging students to try out teaching by enrolling in our first course. • Recruiting emails are sent to all potential students about our STEM Ed. program (5,000+ emails per year) • We use our STEM Ed. students as advocates of our program and to increase awareness about our program on campus, during new student orientations and campus visits, and in local schools as interns throughout the program.

Teacher Shortage Area: Science Description of Strategies Used to Achieve Goal (2018-19)

Increase the number of Science majors in STEM Ed. by 10%

Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)

We found the emails to potential students, visiting department meetings of new student orientations, student advocates, and working with other departments to be the most effective in meeting our goals.

Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)

Not Applicable at this point.

Teacher Shortage Area: Science Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)

The entire program was changed to reflect the UTeach model due to low enrollment in the old program. This involved the creation of new courses, hiring new faculty, and requiring all students who complete a STEM Education major to also complete a second major in their STEM field. The goal of this change was to open the door for more potential candidates who did not wish to leave their current STEM major and to create the next generation of highly qualified STEM teachers. As a result of these efforts the number of students in our program has dramatically increased and continues to increase. We continue to put recruitment at the forefront of our efforts, and have made many attempts to increase the awareness of our program campus and community wide (See below). • Faculty members from STEM Education visit the new student department meetings of Biology, Mathematics, Chemistry, and Physics the week before school starts in the fall semester of each year to recruit for STEM Education. • Faculty members from STEM Education visit all Calculus I courses during the spring semester to recruit potential STEM Ed. majors. • Faculty members teaching freshman STEM courses (in other departments) are provided information and materials to share with students in their courses about STEM Education. • Discovery day events (campus visits by prospective students, large event twice per year) Faculty from our department meet and greet potential students to discuss and recruit for the STEM Education major. • Faculty visit with county guidance counselors at the local high schools to inform them about our program and provide them with materials and information for prospective students. • We have a close working relationship with Brevard County Schools and invite HR representatives twice a year to meet with our upcoming graduates to help them transition to teaching by assisting with the employment process. • Posters and flyers are posted around campus promoting STEM Education and encouraging students to try out teaching by enrolling in our first course. • Recruiting emails are sent to all potential students about our STEM Ed. program (5,000+ emails per year) • STEM Poster with detailed inquiry-based lesson plan sent out to teachers across the country to use in the classroom. The lessons were developed with the assistance of faculty in STEM, STEM Education, and Marketing to promote education and the STEM fields at our university. • We use our STEM Ed. students as advocates of our program and to increase awareness about our program on campus, during new student orientations and campus visits, and in local schools as interns throughout the program..

Teacher Shortage Area: Science Provide any additional comments, exceptions and explanations.

Adopting the UTEACH model

Teacher Shortage Area: Special Education Goal (2016-17)

N/A

Teacher Shortage Area: Special Education Goal (2017-18)

N/A

Teacher Shortage Area: Special Education Goal (2018-19)

N/A

Teacher Shortage Area: Special Education Goal Met? (2016-17)

N/A

Teacher Shortage Area: Special Education Goal Met? (2017-18)

N/A

Teacher Shortage Area: Special Education Goal Met? (2018-19)

N/A

Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Strategies Used to Achieve Goal (2018-19)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Special Education Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	N/A
Teacher Shortage Area: Special Education Provide any additional comments, exceptions and explanations.	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal (2018-19)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2016- 17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2017- 18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Goal Met? (2018- 19)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Strategies Used to Achieve Goal (2018-19)	N/A

Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2016-17)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2017-18)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2018-19)	N/A
Teacher Shortage Area: Instruction of limited English proficient students Provide any additional comments, exceptions and explanations.	N/A

## ASSURANCES

The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment trends	Yes
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.	No
General education teachers receive training in providing instruction to students with disabilities.	Yes
General education teachers receive training in providing instruction to limited English proficient students.	Yes
General education teachers receive training in providing instruction to students from low-income families.	Yes
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.	Yes
Describe your institution's most successful strategies in meeting the assurances listed above.	The two Clinical & Field Experience courses (>70 hours) provide students with a variety of experiences working with a wide range of students. The course is structured so that prospective teachers work with faculty and Brevard Public and Private Schools to ensure they gain experiences in different settings, work with diverse students and professional teachers, and have time to reflect and share their experiences.
	A unique aspect of Florida Tech's undergraduate teacher preparation program is that prospective teachers are exposed to and conduct

Please provide any additional information that describes the teacher preparation program(s) at your institution. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

formal action research on 6-12 student learning during their final internship. They report these findings at a public showcase where their research is evaluated by faculty outside the education department. Our prospective teachers are also introduced early to tutoring in two different settings: first through 10 hours of private, one-on-one tutoring and then an additional 10 hours working as an AVID (Advancement via Individual Determination) tutor at a local Title I middle school or high school. These experiences have greatly improved the prospective teachers' questioning skills and depth of understanding of adolescent development. Florida Tech student teachers complete an online Teaching Skills Assessment Program, a program developed to assess a candidate's ability to recognize, differentiate, and demonstrate behaviors associated with educator competencies benchmarked against the Florida Educator Accomplished Practices at the beginning teacher level. Our student teachers consistently score 3 & 4 with an occasional 5 out of 5 on all 12 FEAPs. A score at level 3 indicates that they demonstrated competency at a level typical of a first year teacher. A score at level 4 or 5 indicates competency demonstrated at a level exceeding that of a typical first year teacher. This assessment confirms the department's evaluation of prospective teacher performance of the FEAPs.