**Florida Gulf Coast University**

**College of Education**

**2010-11 IPEP**

**Executive Summary**

**November 15, 2012**

The College of Education at Florida Gulf Coast University has a number of state approved programs, some of which are represented in this year’s IPEP report.   Among them are:

         Elementary Education

         Exceptional Student Education

         Pre-Kindergarten Primary Education

         Secondary Biology Education

         Secondary Mathematics Education

         Secondary Social Science Education

         Education Minor (PTO) – reported only for the FEAP matrix

         Reading M.Ed.

         School Counseling M.A.

         Educational Leadership – not reported here

         EPI – not reported here

The IPEP report presents narratives and documentation that comply with DOE requirements.  All indications are that candidates in all programs are progressing adequately and maintaining high levels of achievement.  The standards reports document this.

The report includes new matrices for the FEAPs, Reading Endorsement, and ESOL, along with expanded subject area competency matrices.  Documentation is restricted to 2010-11 completers even though the new competency matrices are reflected for current candidates.  The new competencies will be fully implemented by the beginning of the fall semester 2013.

A few areas of the report are somewhat incomplete:

         The PTO FEAP matrix is incomplete.  When the original syllabi were written for this program, they were matched to the FEAPs in existence at that time.  For this reason as noted on the matrix, Section B of the 2010 FEAPs is not complete.  We will rewrite the syllabi for this program prior to the start of the Fall 2013 term so that all the new FEAPs will be fully represented.

         We have made considerable strides in collecting and analyzing data on our candidates’ impact on student learning.  We are using a Teacher Work Sample (TWS) format that has been highly successful over the past three semesters.  Our candidates are showing a high level of student learning gains through their TWS projects.  However, collecting impact data from the districts has proved more complicated.  As noted in our IPEP report, we have close contact with the data personnel in our two largest districts, Lee and Collier. Together our personnel and theirs are developing a series of assessments that will provide us with critical information on our first-year teachers’ impact on student learning.  We anticipate a robust report for the next issuance of the IPEP.

All in all, we are very satisfied with our programs and the educators we are producing.  They are highly respected by the surrounding districts and serve to keep our reputation at a high level.  We continually analyze data for yearly program improvement and work with districts to keep abreast of the changing landscapes there.  We are proud to announce that we received NCATE accreditation this year, a significant achievement that indicates the credibility and effectiveness of our programs.

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