2010 Florida Educator Accomplished Practices (FEAPs) Matrix
Technical Assistance Webinar

Office of Educator Preparation

Bureau of Educator Recruitment, Development and Retention

March 19, 2012

What we know now…

- 2010 revised FEAPs affect curriculum and candidate assessment systems

- Two domains: Quality of Instruction <u>and</u> Continuous Improvement, Responsibility and Ethics

- Six (6) FEAPs
  - Each FEAP fully defined by a stem and series of descriptors
  - Full set of descriptors must be demonstrated within program

Current Status

- FEAPs Implementation Committee's Work
  - Summer-Fall 2011 face-to-face & electronic
  - Processes and examples at https://www.floridaschoolleaders.org

- Institution may use <u>all</u> FEAP descriptors as indicators (36), <u>OR</u> create its own specific performance indicators that address all descriptors <u>OR</u> combination of both

Purpose of Today's FEAPs Webinar

- Promote a common language and statewide understanding of the expectations for the FEAPs Assessment Matrix due 11/15/12

- Emphasis is on the outcomes resulting from the FEAPs Implementation Committee's (FIC) work (curriculum and assessment processes aligned to 2010 FEAPs)

What is the FEAPs Matrix?

- Primary evidence that shows how candidates will learn and demonstrate the 2010 FEAPs

- Descriptive document on how critical tasks and assessments are _aligned_ to the FEAP and descriptors

- Documents the two required assessment points

- _Syllabi are not part of a matrix and will no longer be reviewed_

Sample FEAPs Template

- Focus is on the indicator as the learning goal
- Design the instruction (task/assessment) around the learning goal, not around the course

Florida Educator Accomplished Practices/Professional Education Competencies and Skills for Teacher Certification						
FEAP		Indicator	Description of Task/Assessment	Instrument Used	Course/ Module	Setting
Quality of Instruction	Instructional Design and Lesson Planning	a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				❑ Course/Field ❑ Final Clinical - Internship
		a. Aligns instruction with state-adopted standards at the appropriate level of rigor.				❑ Course/Field ❑ Final Clinical - Internship
		b. Sequences lessons and concepts to ensure coherence and required prior knowledge.				❑ Course/Field ❑ Final Clinical - Internship
		b. Sequences lessons and concepts to ensure coherence and required prior knowledge.				❑ Course/Field ❑ Final Clinical - Internship
		c. Designs instruction for students to achieve mastery.				❑ Course/Field ❑ Final Clinical - Internship
		c. Designs instruction for students to achieve mastery.				❑ Course/Field ❑ Final Clinical - Internship
		d. Selects appropriate formative assessments to monitor learning.				❑ Course/Field ❑ Final Clinical - Internship
		d. Selects appropriate formative assessments to monitor learning.				❑ Course/Field ❑ Final Clinical - Internship

Matrix Component: *Indicator*

- Make sure the wording for the indicator (FEAP descriptor) is completely written out

- Repeat (copy/paste) the indicator as needed:
  - For the setting in which it is demonstrated
  - For multiple tasks that will assess the 'full' indicator

Matrix Component:
Description of Task/Assessment

- Ask: Does it take more than one task to assess the descriptor at a particular level (course/field work or final clinical/ internship)?

- Describe with sufficient detail the part of the critical task that aligns with the descriptor/indicator

Matrix Component: *Instrument Used*

- **Option One:**

  - Indicate the title of the Instrument

  - Include with matrix submission at least two (2) sample rubrics/assessment instruments

- **Option Two:**

  - Within the matrix, provide detailed description of the Instrument/Rubric to that indicator

Matrix Component:
Course/Module

- Title of the Course in which the FEAP and descriptor/indicator is covered

- Course Prefix

- Course Number

Matrix Component: *Setting*

- Identify if task is

  - taking place in course/field work, or

  - being performed during the final clinical/ internship in a K-12 setting

Alignment

Ensure:

- Direct Correlation

- Specificity

- Clarity

Step One
Examine the Descriptor

- What does the descriptor/indicator mean?

- What do our candidates need to do that would demonstrate that they know and are able to perform the descriptor/indicator?

Step Two
Describe the Task/Assessment

- What is the task (or portion of the task) that allows us to determine what candidates know and are able to do related to the descriptor/indicator?

- What evidence of learning will candidates provide?

Step Three
Collecting Evidence

- What instrument best assesses the candidate's evidence that he/she knows and is able to perform the descriptor/ indicator?

- What are the candidate's performance expectations for the descriptor/indicator?

Sample

Example of a description of a critical task that makes it difficult to determine alignment to the indicator

Florida Educator Accomplished Practices/Professional Education Competencies and Skills for Teacher Certification					
FEAP	Indicator	Description of Task/Assessment	Instrument Used	Course/ Module	Setting
Quality of Instruction — Instructional Design and Lesson Planning	a. Aligns instruction with state-adopted standards at the appropriate level of rigor.	The teacher candidate submits a lesson plan that addresses Next Generation Sunshine State Standards.	Lesson Plan Rubric	EDG 4323 Professional Teaching Practices	❑ Course/Field ❑ Final Clinical - Internship
	a. Aligns instruction with state-adopted standards at the appropriate level of rigor.	The teacher candidate must deliver a 30 minute lesson from a provided lesson plan that addresses Next Generation Sunshine State Standards.	Observation Rubric	EDG 4941 Directed Field Experience	❑ Course/Field ❑ Final Clinical - Internship

Sample

Example of a specific aspect of a critical task that shows alignment to the indicator

Florida Educator Accomplished Practices/Professional Education Competencies and Skills for Teacher Certification						
FEAP		Indicator	Description of Task/Assessment	Instrument Used	Course/ Module	Setting
Quality of Instruction	Instructional Design and Lesson Planning	a. Aligns instruction with state-adopted standards at the appropriate level of rigor.	The teacher candidate must develop a lesson plan that includes a clearly stated learning goal that is aligned to NGSSS or Common Core State Standards depending on the subject area. The learning goal must include a scale or rubric that describes levels of performance relative to the learning goal.	A rubric is used to assess the teacher candidate's ability to align instruction with state-adopted standards at the appropriate level of rigor. Developing – Provides a clearly stated learning goal aligned to state standards accompanied by a scale or rubric that describes 4 levels of performance. Effective – Provides a clearly stated learning goal aligned to state standards accompanied by a scale or rubric that describes 4 levels of performance and a plan to monitor students' understanding of the learning goal and their levels of performance. Highly Effective – Provides a clearly stated learning goal aligned to state standards accompanied by a scale or rubric that describes 4 levels of performance, a plan to monitor students' understanding of the learning goal and their levels of performance, and a plan to adapt and create new strategies for unique students to ensure all that students can explain the learning goal.	EDG 4323 Professional Teaching Practices	❑ Course/Field ❑ Final Clinical - Internship

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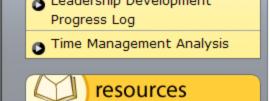# FEAP 6: Professional Responsibility and Ethical Conduct

- Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida

  - **Option One:** Develop your own Indicator(s)

  - **Option Two:** Develop Indicators based on the *Professional Education Competencies and Skills for Teacher Certification*

Reminder

- Only the matrix will be reviewed

- No syllabus or task document will be reviewed

- If instrument/rubrics include 'name only', two (2) sample rubrics must be submitted
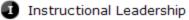
Timeline Reminders

- Folios:

  - September 1, 2012 - last date for resubmissions under current standards

  - September 1, 2013 - Initial folio submissions resume under new standards

- IPEPs:

  - November 15, 2012 - Submit matrices aligned with 2010 FEAPs, 2011 Reading Endorsement Competencies, and 2010 ESOL Performance Standards via e-IPEP
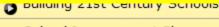
Leadership Development
Progress Log

○ Time Management Analysis

📖 resources

https://www.floridaschoolleaders.org/

Building 21st Century Schools

○ School Improvement Plan

○ Professional Learning Systems

○ Lesson Study

○ Common Language of
Instruction Project

○ Evaluation Resources

🔧 workgroups

These workgroups support the
statewide system of professional
learning through collaboration and
coordination.

○ Teacher Education Workgroup

○ CET Workgroup

○ Learning Goals Workgroup

○ Video Exemplars Workgroup

○ Reflect Workgroup

○ FIST: Florida Interactive

Select a Principal Leadership Standard below to view other
courses available.

ⓘ Instructional Leadership   Ⓗ Human Resource
                                         Development

**"FACE TO FACE" TRAINING: Academies, Forums, and
Workshops:**
Click here to see what's available now and in the months
ahead for Florida's school leaders.

LEADERSHIP ACTIVITIES:
Click here for activities you can use with teachers and
students to promote involvement with school improvement.

LEARNING LINKS:
Click here for an assortment of links to sites and content
useful for school leaders.

? Teacher Education Workgroup   arning of the Month

Higher education institutions,   ch, 2012
districts, and DOE work in
progress on aligning the new
FEAPs to curriculum in teacher   ntent in Leadership Learning of
preparation programs.
Workgroup members share
works in progress in this

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Resources

- https://www.floridaschooleaders.org

Through a series of meetings, the FIC has developed the following ToolKit as resources for institutions:

Process for Developing FEAPs Assessment Matrices

- Practical Guide Task Review and FEAPs Matrix Updated
- FEAPs Basic Task Evaluation Example
- Suggested FEAPs Implementation Timeline New
- FEAPs Tasks and Rubrics New

FEAPs Crosswalk Protocol and Examples

- Crosswalk Protocol Analysis
- FEAPs Crosswalk - MDC
- FEAPs Crosswalk - USF Tampa
- FEAPs Crosswalk - FSU
- FSU Crosswalk Summary Table

FACTE Pre-Conference Presentation

- FIC Recommendations & Resources

Other Toolkit Resources

- SBE Rule 6A-5.065 Florida Educator Accomplished Practices
- FIC Unified Core Curriculum (UCC) Components
- FEAPs Matrix Template

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

Development, & Retention Home

Dale Hickam Excellent Teacher Program

District Performance Evaluation Systems

Educational Leadership Programs

Educator Preparation

Florida Educator Accomplished Practices

Florida Future Educators of America

Florida Troops to Teachers

Just for Teachers

Professional Development

Programs & Services

Recognition Programs

Teacher Recruitment

Uniform Core Curriculum

Florida Educator Accomplished Practices

English for Speakers of Other Languages (ESOL)
- Approved Florida Teacher Standards for ESOL Endorsement 2010 (PDF, 75KB)
- Meeting the Needs of English Language Learners in Florida (PDF, 176KB)

Reading
- Reading Endorsement Competencies
- Reading Endorsement Template (PDF, 160KB)
- Reading Endorsement Template Instructions (PDF, 55KB)
- Crosswalk OLD-NEW Reading Endorsement (PDF, 146KB)

Subject Area Competencies and Skills

Data Collection
- eIPEP (Authorized Institution Access Only)
- U.S. Secretary's Report on Title 2

New Teacher Survey
- Teachers from Teacher Prep Programs (January 2012) (RTF, 2MB)