FEAPs Matrix Technical Assistance Webinar

Slide 1 –

Good afternoon, everyone. This is Eileen McDaniel, Bureau Chief for Educator Recruitment, Development and Retention. Thank you for joining us today for a webinar that will focus once more on the 2010 Florida Educator Accomplished Practices or FEAPs, and the development of FEAPs Assessment Matrices.

Materials, including the PowerPoint Presentation, a FEAPs Sample Matrix, and two examples of FEAP matrices were sent by me to all Deans/Directors on Friday afternoon at 3:14 pm.   These same materials are what is being presented and discussed today.

As a reminder, this webinar is accessible via WebEx on your computer where you will be able to view the PowerPoint and several documents we will share with you. In addition, you will have called in to a Conference Call Line to have access to the audio portion of the presentation.

This is an operator-assisted telephone call. Today we will present the technical assistance. You can submit questions on the web page and you may ask questions at the end via the operator. ALL questions will be addressed at the end of the presentation no matter which method you prefer to use to present your questions. We will begin with the questions that are part of the WebEx presentation, followed by instructions to you on how to ask the operator to open the line for you to ask questions.

Today's webinar is being recorded and instructions for accessing the presentation will be sent to you later. Please allow up to 10 business days for posting.

Slide 2

Let's begin with "What we know now…"

The Florida Educator Accomplished Practices or FEAPs were revised in December 2010.

The FEAPs affect all teacher preparation programs' curriculum and candidate assessment systems (in addition to other systems such as Teacher Evaluation Systems in our school districts).

The FEAPs have two domains: Quality of Instruction and Continuous Improvement, Responsibility and Ethics.

There are 6 FEAPs.

Each FEAP is fully defined by a "stem" and a series of descriptors.

As we have discussed on several occasions, the full set of descriptors must be demonstrated within each teacher preparation program.

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Since July 2011 the FEAPs Implementation Committee made up of 12 highly energized and extremely knowledgeable faculty and staff members representing the three types of Florida teacher preparation programs met face-to-face and via conference calls throughout the Summer and Fall of 2011.

You can see the fruits of their hard work on the Florida School Leaders website. As a reminder, the FIC worked in collaboration with the Department to make recommendations that would assist teacher preparation programs in aligning the 2010 FEAPs with individual program curriculum and the associated assessment system. Members of the FIC have reviewed today's presentation, and as a result of their feedback, we have edited the presentation based on their input and feedback. We have been indebted to the FIC throughout this process for assisting the Department in this very important endeavor.

Back to the presentation – based on the recommendations of the FIC, we shared with all institutions that programs may use the FEAP descriptors as indicators. Note – I said – ALL. If you were to count the descriptors in the adopted FEAPs rule, there are 36 of them.

However, institutions or individual programs could create its own specific performance indicators that address ALL descriptors.

A third option for all programs – you could do a combination of both (use FEAP descriptors as indicators and create your own specific indicators).

No matter what you decide to do – you must implement the FULL intent of the FEAP and the matrices will need to reflect that.

Individual programs in our teacher preparation institutions have been busy for months developing FEAPs Assessment Matrices.

In the past few months several programs have either submitted initial program folios with curriculum aligned to the 2010 FEAPs or programs have sent partial matrices and have asked for a review.

Reviews of the matrices and discussions with program staff in institutions across Florida have led us to today's presentation. Several institutions requested additional assistance in developing their matrices.

A caution to all…

We are very much aware that institutions and programs have been hard at work on these matrices for quite some time.

How can this presentation help you???

If you are nearing completion of your FEAPs Assessment Matrix, you may find this information valuable for reviewing your final product and ensuring that it will meet the requirements for a successful review;

If you are in the middle of the process, this information may help guide you in creating a matrix that best reflects your program's alignment of its curriculum to specific indicators.

This presentation is best used if used in conjunction with the work of the FIC Committee. The FIC spent much time in describing several ways to bring faculty together and work through a review process that will yield a successful Matrix. It is hoped that the additional specific details within this Technical Assistance Webinar will assist institutions in assuring that their matrix is complete and successful.

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We have two main purposes for today's webinar…

1. First, to promote a common language to ensure that all of us have a clearer understanding of what is expected to be seen in these FEAP matrices that are due November 15, 2012;
2. Second, we are focusing on the outcomes that are a result of what the FIC committee has already done – that is – ensuring that each of your program's curriculum and assessment processes are aligned to the 2010 FEAPs

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So – let's take a look at the Matrix itself -- the final product that will need to be submitted.

This is what we know about the Matrix – and not news to you, I am certain.

1. The matrix is the primary evidence that shows how candidates will learn and demonstrate the 2010 FEAPs
2. It is a descriptive document on how Critical Tasks and Assessments are _aligned_ to the FEAP and its descriptors
3. The matrix documents the two required assessment points.
4. If the matrix is doing its job well, there is no need for syllabi. **As a result, NO Syllabi will be reviewed.**

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All of us would agree that the focus is on the indicator as the Learning Goal when developing the program's matrix.

It will be important for all to understand that faculty design the instruction (task/assessment) around this all important learning goal – not around the course.

The FIC very ably provided a sample of a matrix. Within its sample, the first column is the course. If the Learning Goal is what we want to focus on, we are suggesting that perhaps you might consider another matrix design in which the learning goal – or the indicator – would appear first in the matrix.

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So we re-ordered the sample matrix and placed the FEAP and the indicator in the first few columns which would perhaps assist us in ensuring that the emphasis is on the learning goal.

Note, however, that this matrix is essentially the same as the one the FIC had proposed. You may even have a different matrix.

The format of the matrix is totally up to the institution and program. However, as the FIC has pointed out, and a point we are emphasizing today, a focus on the learning goal (or indicator) is critical, and how we describe it so that others who will review it will understand.

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Let's walk through the matrix. A copy of it (both as a pdf document and as a Word document) was sent to you on Friday. We then walk through the various components of the matrix – and as you can see the same components are there – just in a different order.

The first two columns include the FEAP; the third column includes the indicator. If your program is planning to use the FEAP descriptors as Indicators, you will want to be sure you include the entire wording for the indicator. Please do not put just the number.

You will need to repeat each indicator as often as needed, for two reasons…

1. To indicate the setting in which the indicator is demonstrated;
2. For Critical Tasks/assessments that will require multiple tasks because you are needing to assess the 'full' indicator

As a template you will note that we have already filled in this column for easy use by the institution or program. Note each descriptor/indicator has been listed twice.

If your program is creating its own indicators, the same 'Rules' apply.

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The next column within the Matrix is the "description of task/assessment.

As each program considers the Critical Task or Tasks for each indicator, it should ask:

Does it take more than one task to assess the descriptor at a particular level (meaning coursework/field work OR final clinical field experience/student internship)?

Another thing to consider is the amount of details. It will be very important for programs to describe with sufficient detail the part of the critical task that aligns with the descriptor/indicator. If it isn't evident and quite clear, it will be difficult for the review team to determine alignment.

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The next column in the matrix requires the program to specify the Instrument Used. Two options are available here:

1. Place the title of the instrument in the column. If you do this, then you will also need to include with the matrix submission at least 2 sample rubrics/assessment instruments; **OR**
2. Within the matrix itself, provide a detailed description of the Instrument/Rubric that you will use for that indicator. If you use this option, no sample rubrics are needed.

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The next column requires that you enter the Title of the Course in which the FEAP and the indicator is covered.

You need to include not only the Course Name, but also the Course Prefix and the Course Number

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The last column includes a checkboxes. Here you will identify if the task will take place in Coursework/Fieldwork **OR** will the task be performed during the final clinical field experience/the student internship in a K-12 setting? Check the appropriate box.

As we all know, the first Assessment Point may occur in coursework or in a K-12 setting that is a field experience.

The second Assessment point **Must** occur in a K-12 setting – your programs final clinical practicum or internship.

Some programs may wish to re-label the settings as "first Assessment point" and "second Assessment point."

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The next slides discuss the alignment of instruction to standards. As teacher educators, you are seeking to ensure that your candidates are able to align their instruction to standards in their classrooms so their students are able to perform at higher levels of proficiency on assessments. Likewise, state-approved programs must be able to demonstrate the alignment of instruction and assessment to the standards, in this case the FEAPs, within the matrix. The FEAPs matrix should allow reviewers to clearly see the direct correlation between the task or assessment and the standard. Additionally, the description of the task or assessment must be specific enough for that alignment to be seen.

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To ensure alignment you need to examine your indicator. Whether you are using the descriptors as indicators or have developed your own indicators – the selected indicator needs to be analyzed to determine if it is a learning goal that can be achieved via one task or assessment at each assessment point (in coursework or fieldwork **and** in the culminating K-12 clinical experience or internship) **or** if

several tasks are necessary for candidates to demonstrate the indicator. Additionally, the indicator needs to be analyzed by you to determine what it is that candidates in your programs do to inform you that they have the knowledge base related to the indicator, and the ability to demonstrate or perform the indicator at the mastery level in a K-12 setting.

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Once you know what it is that candidates in your programs do to inform you that they have the knowledge base related to the indicator, and the ability to demonstrate or perform the indicator at the mastery level in a K-12 setting, think about what specific assignment, task, or assessment the candidate will need to complete. These are the tasks/assessments that need to be clearly described in your program's FEAPs matrix.

The FEAPs Implementation or FIC committee provided excellent resources for you as you go through the process of examining your courses and tasks within your courses to determine what is aligned to the 2010 FEAPs. Once you have been through the process and determined what tasks or assessments to include in the FEAPs matrix, think about what portion of the task or assessment is truly aligned to the indicator.

For example, many programs probably have a big assessment project where the candidate is responsible for collecting data, analyzing the data, developing accommodations, and delivering instruction. There are several indicators that may be assessed within this one assessment project. For those indicators, describe the portion of the project that is specific or in other words 'aligned' to them. Do not describe the big assessment project. This will assist in showing the alignment to the specific indicator.

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Then begin thinking about the evidence that should be collected to demonstrate the candidate has met the learning goal or mastered the indicator. What are the program's expectations for the candidate on this particular indicator and what data can be gathered to show that the candidate has met those expectations? This question should help direct the instrument that you elect to use to assess the indicator.

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Now that you have been provided with some questions that may help guide the way in which you complete information in the FEAPs matrix, we have provided two examples for the same indicator. You have been provided with a separate word document titled Matrix Example 2 so you can see this sample more clearly. The example shows a brief description of a critical task that is likely being used to assess several indicators. It is very likely that the task is aligned to the indicator and is assessing the entire indicator. Those who are implementing the program would know for sure. However, it is difficult for a review team or someone outside your own program to determine the alignment based on this brief description.

Note: In the instrument used column, the name of the instrument is provided. In this example a review team would need to examine two sample rubrics that the program has provided with the matrix. The two sample rubrics are for the entire FEAPs matrix, not per FEAP.

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You have also been provided a separate word document titled Matrix Example 1 so you can see this sample more clearly. The example shows a more detailed description of the critical task that is specific to this indicator. Because this is a more detailed description specific to the indicator, it allows reviewers to see that the task/assessment is more clearly aligned than the previous, brief description.

In the instrument used column, a description of the rubric and the performance levels expected is provided. If this continued throughout the matrix, we would not need to see two sample rubrics.

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On this slide we point out to you that FEAP 6 presents challenges. FEAP 6 is the standard that addresses Professional Responsibility and Ethical Conduct. Unlike the other five FEAPs, this one does not include descriptors, and therefore no indicators. It refers you back to the Code of Ethics and the Principles of Professional conduct of the Education Profession of Florida which are outlined in Rules 6B-1.001 and 6B-1.006 of the Florida Administrative Code. Therefore, programs will need to do (1) develop their own indicators for this FEAP; OR another option that programs might consider is to develop indicators based on the *Professional Education Competencies and Skills for Teacher Certification* – otherwise known as the PECS. We recommend that you review the most up-to-date PECS found in the 17th edition. These are available online at the FTCE website.

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As we come to an end to this webinar, we have a few reminders…

1. Peer review teams will only review the matrix;

2. No syllabus or task document will be reviewed;

3. If within the matrix under "instrument used" the program lists <u>the name only</u> of any of the instruments or rubrics, the program will need to attach two (w) sample rubrics – and only two.

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As a reminder – as we do at any time we provide updates to you –

1. The last date for resubmissions under current standards is September 1, 2012;

2. We anticipate that there will be changes to the standards and guidelines; therefore no new folio submissions will be accepted until September 1, 2013 when the new standards go into effect;

3. IPEPs for each teacher education program will be due November 15, 2012, through the eIPEP system;

4. When you submit your IPEP, each program will need to submit matrices aligned to the

   a. 2010 FEAPs

   b. 2011 Reading Endorsement Competencies

   c. 2010 ESOL Performance Standards

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We remind you again that the FEAPs Implementation Committee has developed and posted on this website processes and tools that each program can use to align its curriculum to the 2010 FEAPs. Note the website – Florida School Leaders dot org. Once you have logged in, you will see this page. Scroll down and on the lower left-hand side of the menu bar are "Workgroups." Select "Teacher Education Workgroup."

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You will then see this page. At the top of the page is listed the members of the FIC who worked so tirelessly to develop the FEAPs Toolkit. In the lower part of the page are links to the resources they have developed.

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Finally, on the Bureau's webpage for our Educator Preparation Programs is a resource page with tools that you may find useful. The web address is listed here.

Let's first review the questions that have come in during the Webinar on the WebEx…

1.

2.

3.

Operator: We are ready to open the lines for individual questions.

If you wish to ask a question, please follow the instructions from our operator…