2013-2014
Institutional Program Evaluation Plan (IPEP)
for Initial Teacher Preparation Programs (ITPs)
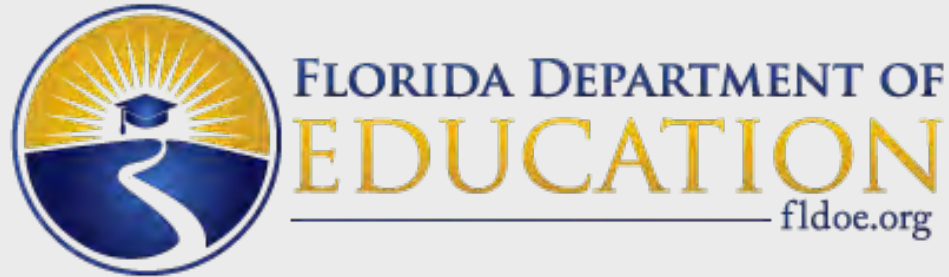
Submission Updates for November 15, 2015

Office of Educator Preparation

September 2015

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Statutory and Rule Authority

➢ Section 1004.04,Florida Statutes

➢ State Board Rule 6A-5.066, Florida Administrative Code *(Approved and Implemented in 2015)*

➢ Purposes of IPEP

Section, 1004.04, Florida Statutes
"Public accountability and state approval for teacher preparation programs"

➢ Legislative Intent

- Contribution of Effective Teachers to Students Obtainment of a High-Quality Education
- Accountability of State-Approved Teacher Preparation Programs

➢ Statutory Requirements

- <u>Before program completion</u>, candidates must demonstrate their ability to positively impact student learning growth
- Before program completion, candidates must pass all sections of the Florida Teacher Certification Examination

Section, 1004.04, Florida Statutes
"Public accountability and state approval for teacher preparation programs"

➢ Continued Approval for Each Program is based on:
- ■ Evidence that the program continues to implement the requirements for initial approval
- ■ Significant, objective and quantifiable measures of the program
- ■ Performance of program completers

➢ Institutional Program Evaluation Plan (IPEP)
- ■ Each state-approved program must annually submit an IPEP
- ■ Incorporate all criteria established in Statute and Rule
- ■ Provide information on how the institution addresses continuous program improvement

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State Board Rule 6A-5.066, FAC
"Approval of Educator Preparation Programs"

➢ Defines "Continued Approval"

➢ Defines "Institutional Program Evaluation Plan (IPEP)"

➢ References the Continued Approval Document for ITPs

➢ Outlines the Processes for Continued Approval of State- Approved Teacher Preparation Programs

➢ Establishes the Reporting Processes for Continued Approval

   ■ *Including submission of state-approved program's annual program evaluation plan via the eIPEP platform*

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Purposes of IPEP

- Provides status of program using 2013-2014 candidate/completer data, including aggregated program, candidate and completer data
  - Academic Year = Summer term, Fall term and Spring term

- Details the program's progress for each standard

- Describes and explains
  - The program's review and analysis of candidate and completer data, and
  - How the results have or will impact continuous program improvements

- Dynamic, current and comprehensive evidence of the strength and growth of program achievement and improvement
  - Captures and examines data over time to identify trends
  - Uses data for continuous program improvement
  - Analyzes data to inform and reflect on changes to the program

- Synthesizes trend data over time to reflect changes and planned modifications as part of the continuous improvement process

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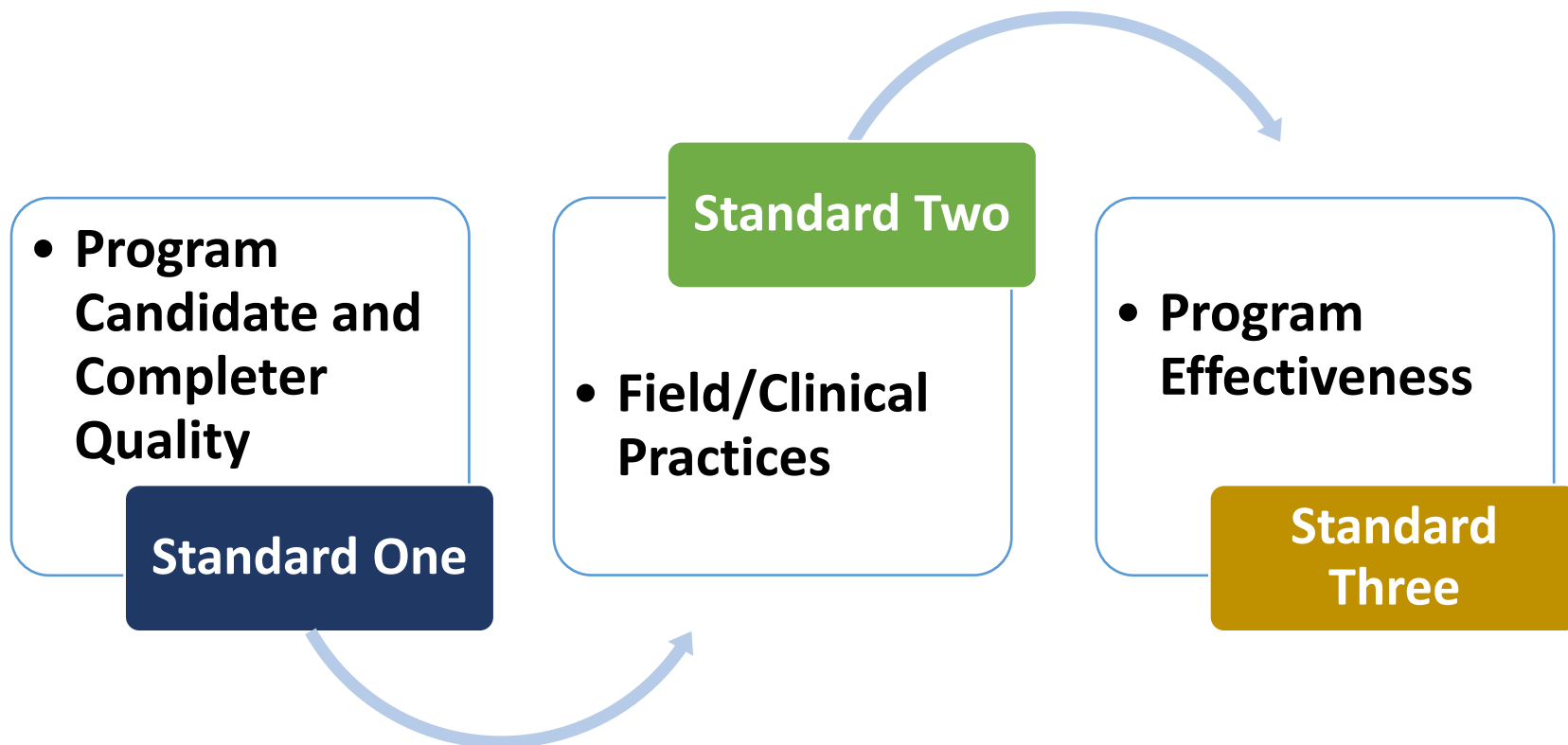# Institutional Program Evaluation Plan (IPEP)

➢ IPEP Reporting Requirements

➢ IPEP Data Reporting

IPEP Reporting Requirements

➢ Rule 6A-5.066 & Form ITP CAS-2015

- ■ Provides the new continued approval standards, indicators and criteria

- ■ Outlines all requirements for IPEP

- ■ Accessible via https://www.flrules.org/gateway/reference.asp?No=Ref-04964

➢ Review Spring 2015 technical assistance trainings posted on our website at http://fldoe.org/teaching/preparation/additional-resources.stml

- ■ Technical assistance trainings identify and describe the new continued standards as well as essential reporting requirements

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IPEP Reporting Requirements

- **Program Candidate and Completer Quality**

Standard One

Standard Two

- **Field/Clinical Practices**

- **Program Effectiveness**

Standard Three

Standard 1: Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1004.04(3)(b), F.S.

Criterion 1.1.1: The program describes changes, such as the policies, process(es) or procedures for reviewing and admitting candidates; verification of candidates' qualifications; and other methods to ensure admission requirements are met.

Criterion 1.1.2: The program identifies candidates admitted under the 10% waiver provision and describes assistance/support provided to and the status and progress of these candidates' demonstration of competencies and certification requirements. Programs describe the methods, procedures and processes employed; and how candidates are tracked for achieving admission requirements?

Standard 1: Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.

Criterion 1.2.1: The program describes changes implemented for documenting, collecting and analyzing performance data ensuring candidates' mastery of the Uniform Core Curricula (UCC) and passing each subsection of the FTCE; and Uploads supporting documentation/evidence detailing implemented changes, such as matrices or tables illustrating changes/enhancements in assignments, assessment instruments, course(s), field/clinical experiences and culminating clinical internship.

Criteria 1.2.2 and 1.2.3: What methods were implemented by the program to improve the performance and success of candidates who failed to demonstrate mastery on either the UCC competencies or any subtest of the FTCE?

Standard 1: Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.

Criterion 1.2.4: Any program completer employed in a Florida public school program during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first, and the Florida public school district requests the program completer receive additional training, or the program completer's district evaluation rating is either developing or unsatisfactory, the **program must report**:
- Number of program completers reported under the 2-year guarantee;
- School district or charter school where assistance was requested;
- Description of the assistance provided by the program;
- Description of the outcomes of the assistance provided.

Standard 1: Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.

Criterion 1.3.1:

1.) The program describes and uploads a copy of the evaluation method(s) utilized by program candidates to demonstrate positive impact on p-12 student learning; and

2.) The program describes how data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field and clinical experiences.

![Florida Department of Education logo - fldoe.org]

Standard 1: Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.

Criterion 1.3.2: The program synthesizes and describes:

1.) P-12 student learning growth data gathered for each <u>program completer</u> within the first year of teaching after program completion; and

2.) How data results were collected, evaluated and analyzed in determining <u>program completer</u> impact on p-12 student learning growth while employed in a Florida public school.

Standard 2: Field and Clinical Practices
The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Indicator 2.1: Postsecondary and school district personnel meet the requirements for supervision in accordance with s. 1004.04(5)(a-b), F.S.

Criteria 2.1.1 and 2.1.2: The program documents any changes in process(es), procedure(s) and/or method(s) of determining and ensuring faculty and district personnel meet state requirements. Supporting documentation/evidence are uploaded into eIPEP, including agreements between the program or institution and the school district, including school district personnel's qualifications, and faculty qualifications for supervision.

Standard 2: Field and Clinical Practices
The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Indicator 2.2: Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.

Criteria 2.2.1 – 2.2.4: The program describes the selection and monitoring process for determining field and clinical settings relevant to the program's objectives, including a variety of sites that represent the full spectrum of school communities in multiple contexts; the specific settings for field and clinical practices for the reporting year; changes to how program candidates receive feedback on their progress through field and clinical experiences; and any remediation provided to program candidates who were unsuccessful in field and clinical experiences.

Standard 3: Program Effectiveness
The program supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its candidates and completers.

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

Criteria 3.1.1 – 3.1.2 : Using significant, objective and quantifiable performance metrics – at the completer, candidate and program level, the program reports an analysis of the results and reports the protocols for examining candidate and completer performance and impact; as well as methods on how this information is/will be used by faculty, administrators and others in making continuous program improvements.

Standard 3: Program Effectiveness
The program supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its candidates and completers.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

Criteria 3.2.1 – 3.2.3: The program describes for the reporting year:

1.) Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement.

2.) Stakeholders (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning.

3.) Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.

IPEP Data Reporting

- ➤ Status of Data Availability
  - ■ 2014 - 2015 Student Learning Growth data (VAM data)
  - ■ 2014 -2015 District Evaluation Results
- ➤ Accessible Data via eIPEP
  - ■ 2013 - 2014 Student Learning Growth (VAM) data**
  - ■ 2013 - 2014 District Evaluation Ratings **
  - ■ 2013 & 2014 Annual Program Performance Report (APPR) Data**
  - ■ 2014 - 2015 Employment and Retention Data file **
  - ■ 2012 - 2013 District Evaluation Ratings **
  - ■ 2013 - 2014 Candidate and Completer Data as Reported **
  - ■ FTCE/FELE Results via Results Analyzer
  - ■ Program admission, enrollment, and completion data

  Note: Data are also accessible in eIPEP for prior years.

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IPEP Data Reporting

<u>Data Reported by the Institution</u>

- ❑ Impact of p-12 student learning for all program completers employed in Florida public schools

- ❑ Program candidate data admitted under the 10% waiver

- ❑ Assistance provided to program completer(s) as a result of the 2-year guarantee

- ❑ Program candidates' culminating field and clinical experience performance evaluations in demonstration of mastery of the Uniform Core Curricula (UCC)

- ❑ Program candidates' impact on student learning in field and clinical experiences

- ❑ Stakeholders' roles, responsibilities and involvement in the decision-making process for program enhancements and changes

- ❑ Aggregated data analyses of program elements identified as areas of strength or in need of improvement for continuous program improvement

- ❑ Other program candidate or program completer outcome data results – as appropriate

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IPEP Data Reporting

Data Reported by the Institution

◻ What aggregated data were collected and how were data analysis/results used to inform programmatic decisions?

◻ What analysis of aggregated program candidate and program completer outcome data occurred?

◻ Based on aggregated data analyses of program elements, what areas of strength and what areas of need or weaknesses were identified?

◻ What remedies were implemented for any APPR performance metric category receiving a Level One or Level Two score?

◻ Describe annually and over the continued approval cycle:

- What outcomes were evaluated from changes implemented?
- Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement.
- Stakeholders' roles, responsibilities, and involvement in the decision-making process for program enhancements and changes.
- Specific programmatic enhancements and changes that were made (or will be made) resulting from the decision-making process. **www.FLDOE.org**
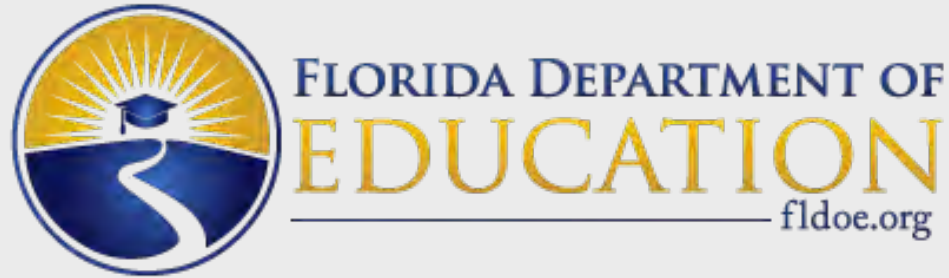
Accessing eIPEP

➢ Instructions on Accessing eIPEP via Single Sign-On (SSO) platform

➢ Additional Considerations

Accessing eIPEP

Step 1: Access eIPEP through FLDOE's Single Sign-On (SSO) Portal at www.fldoe.org/sso and select "Educators"

Step 1
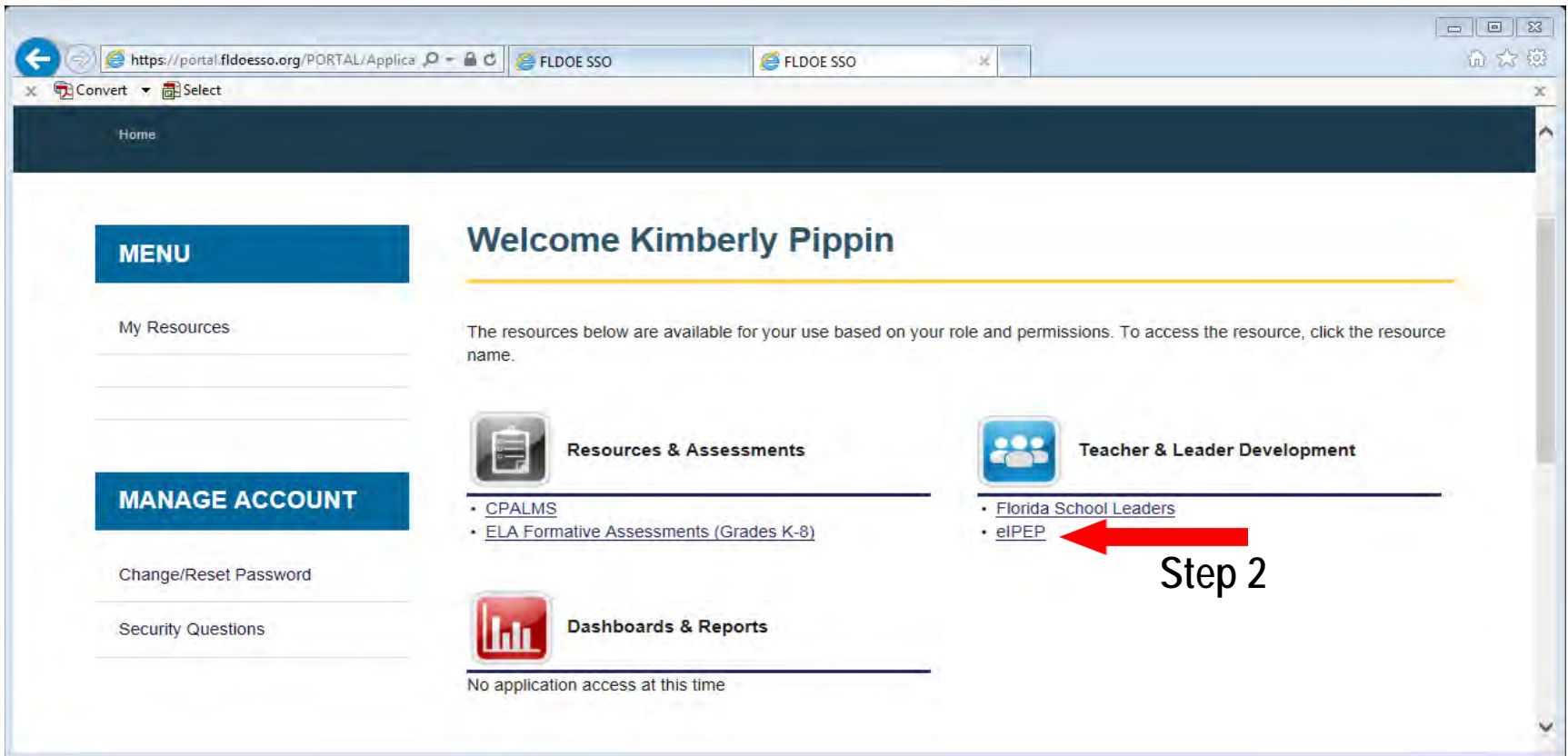
www.FLDOE.org

Accessing eIPEP
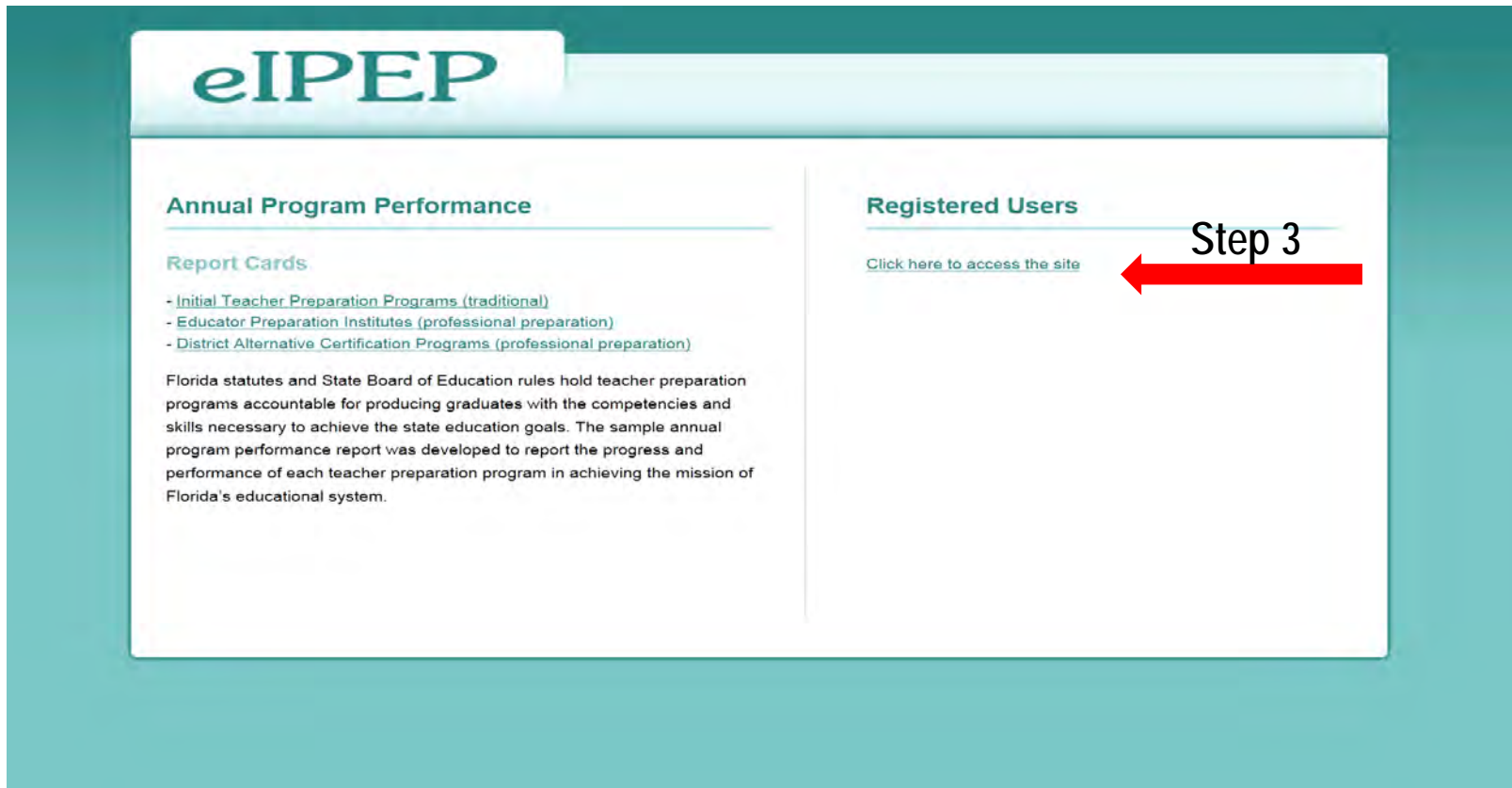
Step 2: Sign into the SSO portal and select the "eIPEP" link from personalized SSO page

Accessing eIPEP

Step 3: Access the eIPEP system by selecting the "Click here to access this site" link

Annual Program Performance

Report Cards

- Initial Teacher Preparation Programs (traditional)
- Educator Preparation Institutes (professional preparation)
- District Alternative Certification Programs (professional preparation)

Florida statutes and State Board of Education rules hold teacher preparation programs accountable for producing graduates with the competencies and skills necessary to achieve the state education goals. The sample annual program performance report was developed to report the progress and performance of each teacher preparation program in achieving the mission of Florida's educational system.

Registered Users

Click here to access the site

Step 3

www.FLDOE.org

Additional Considerations

- ➤ eIPEP Coordinators
  - ❑ The Institution's eIPEP Coordinator is also the Institution's Single Sign-On (SSO) administrator with capabilities to:
    - ▪ Enroll new users into the SSO portal
    - ▪ Add and assign new users roles in eIPEP
    - ▪ Manage existing institutional users SSO and eIPEP accounts
    - ▪ Update and enroll the Institution's new eIPEP Coordinator during position/responsibility transitions
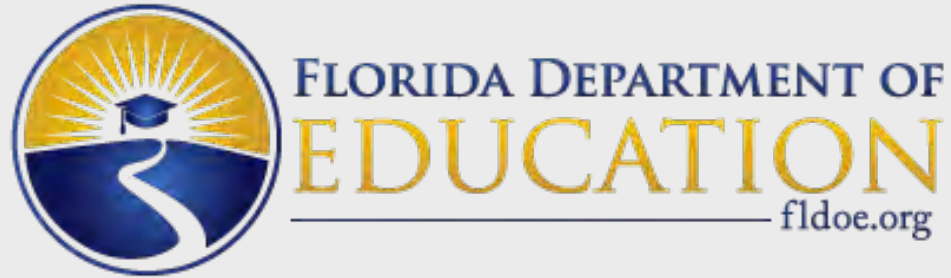
- ➤ SSO Support Resources
  - ❑ Available at https://portal.fldoesso.org/PORTAL/Sign-On/Resources/Support.aspx

- ➤ SSO Tutorials
  - ❑ Available at https://portal.fldoesso.org/PORTAL/Sign-On/Communications/Tutorials/SSO-Tutorials.aspx

- ❖ NOTE: *Refer to SSO Support Resources and Tutorials for Hosted Users, since Institutional users are defined as Hosted Users.*
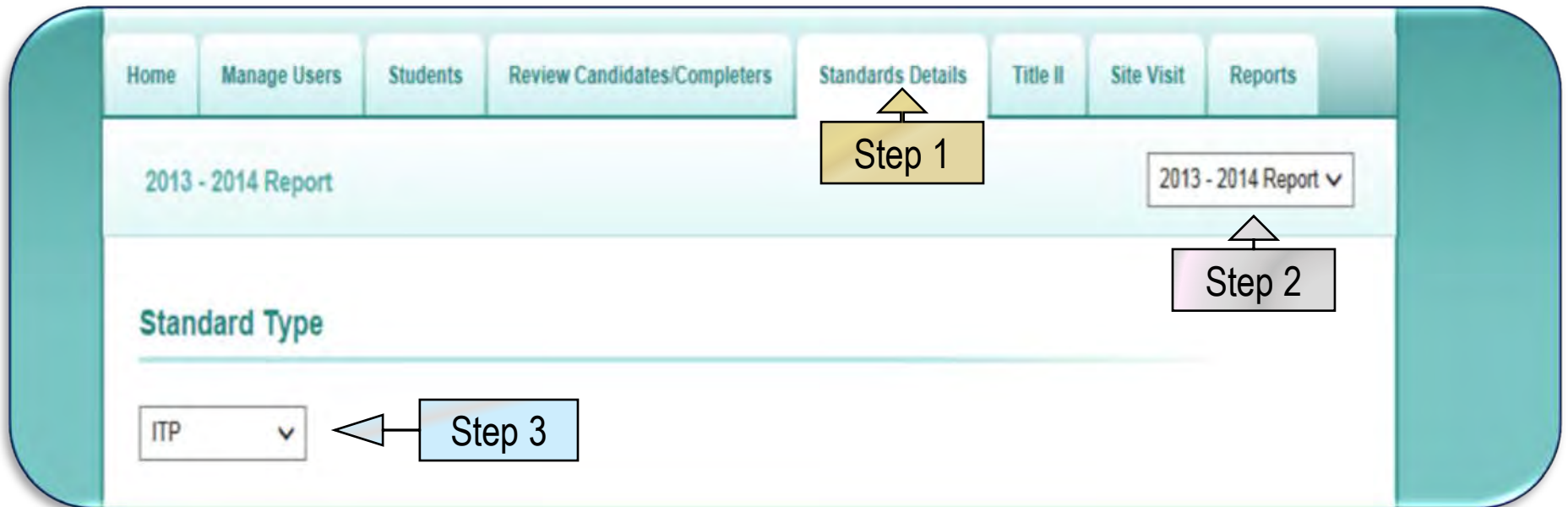
2013-2014 IPEP Submission Process

➤ IPEP Reporting via eIPEP

➤ IPEP Submission via eIPEP

IPEP Reporting via eIPEP

Once eIPEP is successfully accessed,

1. Select the **Standards Details** tab;

2. Select **2013-2014 report from** the menu located on the right-hand side of the screen; and

3. Select /ensure **ITP** from the drop down menu under the section titled, **Standard Type** is displayed.

IPEP Reporting via eIPEP

| Home | Manage Users | Students | Review Candidates/Completers | Standards Details | Title II | Site Visit | Reports |

Step 1

2013 - 2014 Report

2013 - 2014 Report ⌄

Step 2

Standard Type

ITP ⌄ ← Step 3

IPEP Reporting via eIPEP

EACH CRITERION FOR ALL STANDARDS AND INDICATORS ARE PRESENTED ON THE STANDARDS DETAILS PAGE

Standards	Overall Status For All Details
Criterion 1.1.1 (0 details)	Not Completed
Criterion 1.1.2 (0 details)	Not Completed
Criterion 1.2.1 (0 details)	Not Completed

THE CORRESPONDING STANDARD AND INDICATOR ARE DISPLAYED WHEN HOVERING OVER A CRITERION

Standards	Overall Status For All Details
Criterion 1.1.1 (0 details)	Not Completed
Criter	
Criter	
Criter	
Criter	
Criter	
Criterion 1.3.1 (0 details)	Not Completed
Criterion 1.3.2 (0 details)	Not Completed
Criterion 2.1.1 - 2.1.2 (0 details)	Not Completed

Standard 1: Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1

Each program consistently applies state-mandated admission requirements in accordance with section 1004.04(3)(b), F.S.

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IPEP Reporting via eIPEP

To address each Standard, Indicator and Criterion:

1. Click on the Criterion link to access the IPEP Reporting Page;

2. Select the Appropriate Program(s);

3. Enter Narrative or Upload Document(s)/Evidence that Addresses the Criterion for the Indicated Standard and Indicator *;

4. Update the Status to Complete (once criterion is addressed for the selected program(s); and

5. Select Save.

*eIPEP System Requirement: A brief description is required in the narrative box for document(s)/evidence uploaded into eIPEP for a criterion.

IPEP Reporting via eIPEP

SELECTING A CRITERION DISPLAYS THE CORRESPONDING STANDARD, INDICATOR AND CRITERION

IPEP Reporting via eIPEP

> ➤ EITHER SELECT ONE PROGRAM OR MULTIPLE COMPARABLE PROGRAMS FROM THE PROGRAM LIST.
>
> ➤ FOR MULTIPLE COMPARABLE PROGRAMS, ONLY ONE RESPONSE IS REQUIRED FOR THE SELECTED STANDARD, INDICATOR AND CRITERION; THEREFORE, ENSURE THE RESPONSE ADEQUATELY ADDRESSES ALL SELECTED PROGRAMS.

Criterion 1.1.1

The program describes any changes that were implemented to admission policies, processes, methods and procedures used to admit candidates in meeting the admission requirements outlined in s. 1004.04(3)(b), F.S.

Program(s) to which this standard applies:

If an expected program and degree do not appear in the list FDOE may not have approved that specific program. Please contact FDOE for verification.

☐ Apply to All Programs

☐ 212 - Reading (Master's)	☐ 494 - Elementary Education/ESOL/Reading (Master's)
☐ 287 - Mathematics (Bachelor's)	☐ 511 - World Language - Spanish (MST) (Master's)
☐ 288 - Biology (Bachelor's)	☐ 512 - Social Science (MST) (Master's)
☐ 289 - Chemistry (Bachelor's)	☐ 513 - World Language - French (MST) (Master's)
☐ 291 - Physics (Bachelor's)	☐ 514 - World Language - German (MST) (Master's)
☐ 293 - Social Science (Bachelor's)	☐ 515 - World Language - Latin (MST) (Master's)

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IPEP Reporting via eIPEP

❖ **CRITICAL STEP: Review program(s) and degree list AND notify FLDOE if specific programs/degrees are missing or inaccurate**

Criterion 1.1.1

The program describes any changes that were implemented to admission policies, processes, methods and procedures used to admit candidates in meeting the admission requirements outlined in s. 1004.04(3)(b), F.S.

Program(s) to which this standard applies:

If an expected program and degree do not appear in the list FDOE may not have approved that specific program. Please contact FDOE for verification.

☐ Apply to All Programs

☐ 114 - Art (Master's)	☐ 491 - Physics (MST) (Master's)
☐ 202 - Music (Bachelor's)	☐ 492 - Chemistry (MST) (Master's)
☐ 202 - Music (Master's)	☐ 494 - Elementary Education/ESOL/Reading (Bachelor's)
☐ 212 - Reading (Master's)	☐ 494 - Elementary Education/ESOL/Reading (Master's)
☐ 287 - Mathematics (Bachelor's)	☐ 511 - World Language - Spanish (MST) (Master's)
☐ 288 - Biology (Bachelor's)	☐ 512 - Social Science (MST) (Master's)

Nickname for programs associated with this detail

IPEP Reporting via eIPEP

OPTIONAL FEATURE: Designating a Nickname for Comparable/Similar Programs Displays the Corresponding Details entered for a Particular Standard/Indicator/Criterion and Groups the Selected Comparable/Similar Programs under the Assigned Nickname. If a nickname is not assigned, the program's title is listed as displayed in program list menu.

Nickname for programs associated with this detail

IPEP Reporting via eIPEP

Nickname for programs associated with this detail

Narrative Box →

Files Uploaded

No files have been uploaded

Upload document(s)

[Select] ×Remove

[Add]

Document Upload Features

Status Menu → Status: In Progress ▾

Return | Save ← **Save Function**
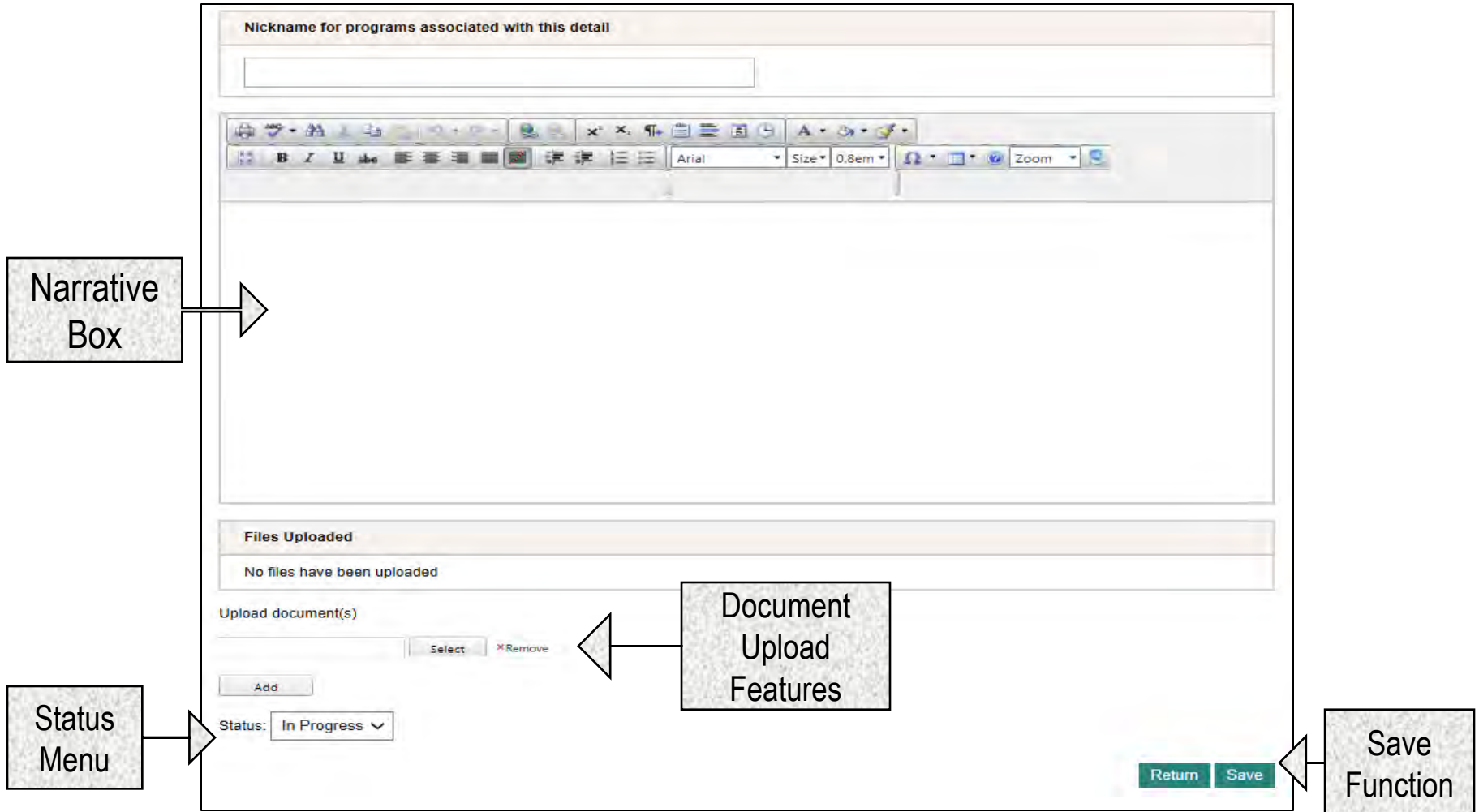
IPEP Reporting via eIPEP

➢ The "Copy From Previous Year" function is not available for this year's IPEP Submission, because all programs will address the new Continued Approval Standards.

➢ An entry must be made for each standard/criterion for each program.

➢ You may select one program, more than one program or "apply to all programs."

➢ Optional designate a "Nickname" for Grouping Programs under a "Standard Detail"

IPEP Submission via eIPEP

All Standards and Criteria must be in a "Completed" Status Prior to IPEP Submission

Standards	Overall Status For All Details
Criterion 1.1.1	Completed
Criterion 1.1.2	Completed
Criterion 1.1.3	Completed
Criterion 1.2.1	Completed
Criterion 1.2.2	Completed
Criterion 1.2.3	Completed
Criterion 1.3.1	Completed
Criterion 1.3.2	Completed
Criterion 2.1.1	Completed
Criterion 2.2.1	Completed
Criterion 2.2.2	Completed
Criterion 2.2.3	Completed
Criterion 2.2.4	Completed
Criterion 3.1.1	Completed

IPEP Submission via eIPEP

Once All Standards and Criteria reflect a "Completed" Status, then the IPEP may be Submitted by Selecting the "Submit Report" link under the "Submit Standards Details" section.
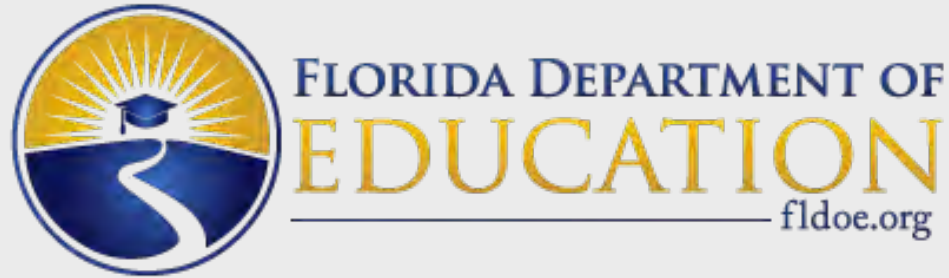
Submit Standards Details

After you have reviewed and approved all of your Standards Details, click the link below to Submit them to FDOE.

Submit Report

Reporting Reminders

- ➢ eIPEP User Reporting Capabilities
- ➢ Reporting Reminders
- ➢ IPEP Reporting Resources
- ➢ Contact Information

eIPEP User Reporting Capabilities

➢ <u>eIPEP Coordinator</u>
  - ✓ Ability to input, edit, designate/assign document or narrative to multiple programs
  - ✓ Manages other Users within the institution
  - ✓ Final authority capabilities to submit IPEP/APEP to FDOE

➢ <u>eIPEP Institution Editor</u>
  - ✓ Ability to designate/assign document or narrative to multiple programs
  - ✓ Final authority capabilities to submit IPEP/APEP to FDOE

➢ <u>eIPEP Certifying Officer</u>
  - ✓ Has read-only capabilities
  - ✓ Final authority capabilities to submit IPEP/APEP to FDOE

➢ <u>eIPEP Program Editor</u>
  - ✓ Has program level functionalities
  - ✓ Ability to input and edit IPEP data/narrative only for assigned programs

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Reporting Reminders

Who must submit a program evaluation plan via eIPEP?

❖ All institutions and districts with state-approved educator preparation programs are required to submit a program evaluation plan by November 15, 2015.

Which programs must report?

❖ Initial Teacher Preparation programs (ITPs)

❖ Educator Preparation Institutes (EPIs)

❖ Educational Leadership Preparation programs (EDLs)

❖ Professional Development Certification Programs (PDCPs)

❖ Professional Training Options (PTOs)

Important! An IPEP/APEP must be submitted for each program that had candidate and completer data for 2013-2014

IPEP Reporting Resources

- IPEP Reporting Resources are Accessible via http://fldoe.org/teaching/preparation/additional-resources.stml
  - Resources include Technical Assistance Trainings on
    - Continued Program Approval Requirements and Processes
    - Annual Program Evaluation Plan (IPEP/APEP/DPEP) Requirements
    - Performance Metrics Required for Continued Program Approval

Contact Information For Educator Preparation

➢ **Eileen McDaniel**
Chief, Bureau of Educator Recruitment, Development and Retention
PHONE: (850) 245-0562   EMAIL: eileen.mcdaniel@fldoe.org

➢ **Kimberly Pippin**
Coordinator of Educator Preparation Data and Reporting
PHONE: (850) 245-7824   EMAIL: kimberly.pippin@fldoe.org

➢ **Kay Caster**
Coordinator of Continued Teacher Preparation Program Approval
PHONE: (850) 245-9940   EMAIL: kay.caster@fldoe.org

➢ Tonya Jones
Coordinator of Initial Teacher Preparation Program Approval
PHONE: (850) 245-0537   EMAIL: tonya.jones@fldoe.org

Contact Information for Technical Support of eIPEP System and Single Sign-On Platform

🖥️ <u>eIPEP Technical Issues</u>
Florida Center for Interactive Media (FCIM) Support
PHONE: 1-800-357-1072
EMAIL: support@fcim.org

🖥️ <u>Single Sign-On Technical Support</u>
Single Sign-On Service Center
PHONE: 1-855-814-2876 *[Weekdays 7:00 AM to 6:00 PM (EST)]*
EMAIL: IENHELP@fldoe.org
SINGLE SIGN-ON SUPPORT PAGE: https://portal.fldoesso.org/PORTAL/Sign-on/Resources/Support.aspx

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