

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

Slide 1

Hello and welcome to the technical assistance training for reporting and submitting the 2013-2014 Institutional Program Evaluation Plan, also referred to as IPEP. My name is Kimberly Pippin, the Coordinator of Educator Data Collection and Reporting within the Office of Educator Preparation.

During this technical assistance training, I will review the IPEP reporting requirements and submission process for all state-approved initial teacher preparation programs (commonly referred to as ITPs). Furthermore, this technical assistance training not only emphasizes the IPEP's reporting requirements, but also provides guidance on addressing the new continued approval standards, indicators and criteria. In addition, this presentation describes detailed instructions on entering data, uploading evidence and/or documents as well as submitting your IPEP using the electronic Institution Program Evaluation Plan system, also referred to as the eIPEP system.

At the end of this presentation, I will provide contact information for various individuals who are able to support and provide further assistance in successfully accomplishing this task.

Slide 2

Slide 2 identifies the statutory and state board rule authority for state-approval of teacher preparation programs. The Florida Statutes and State Board Rule stipulate the purposes of the IPEP as well as the continued program approval processes and requirements.

For Initial Teacher Preparation Programs, statutory authority resides in section 1004.04 of the Florida Statutes entitled, “Public accountability and state approval for teacher preparation programs”. State Board Rule 6A-5.066, “Approval of Educator Preparation Programs” establishes the program approval requirements for each type of teacher preparation program. It is important to note that the 2013-2014 IPEP submissions addresses the new continued approval standards detailed in Form ITP CAS-2015 and set forth in State Board Rule 6A-5.066. State Board Rule 6A-5.066 was approved by the State Board of Education in January 2015 and implemented in February 2015.

Slide 3

As established in section 1004.04 of the Florida Statutes, the intent of this legislation requires the State Board of Education to maintain a system for developing and approving teacher preparation programs which allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers:

- With the competencies and skills necessary to achieve the state education goals;
- Help all students in the state’s diverse student population meet high standards for academic achievement;
- Maintain safe, secure classroom learning environments; and
- Sustain the state system of school improvement and education accountability.

This statute also requires initial teacher preparation programs to provide instruction to and assess candidates’ mastery of the uniform core curricula in the candidate’s area or areas of program concentration during course work and field experiences. Furthermore, candidates must demonstrate their ability

to positively impact student achievement and pass all sections of the Florida Teacher Certification Examination before successful program completion.

Slide 4

Section 1004.04, Florida Statutes, also outlines the basis and criteria for continued program approval and IPEP requirements. In accordance with section 1004.04, continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval, and upon significant, objective, and quantifiable measures of the program and the performance of the program completers. Further details regarding the new continued approval standards and criteria, as well as IPEP requirements will be presented later during this presentation.

Slide 5

The revised State Board Rule 6A-5.066, sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida postsecondary institution, public school district or private provider. The rule also:

- 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; and
- Establishes the Reporting Processes for Continued Approval - including each state-approved program’s annual program evaluation plan submission via the eIPEP platform.

Slide 6

The IPEP report is a living-breathing document which reports on the program’s evolution and progression. The data collected by individual programs, and by the state, are for the benefit of program improvement and to

inform public policy. A program's IPEP is a blueprint of the program's implementation, progress, performance and continuous improvement efforts. The program's blueprint should provide the plans and processes for operation, including delivery, curriculum, assessments, field experiences, data collection, and continuous improvement. Additionally, the IPEP should provide evidence of how the program will meet the requirements for continued state approval by addressing each of the continued approval standards and its corresponding indicators in detail, including a description with supporting evidence.

Furthermore, the IPEP report reflects program(s)' analyses of longitudinal data results as well as outcome-based data trends, both are essential for making informative programmatic decisions. The act of collecting, aggregating, analyzing and disseminating data and information is not only essential to continuously improving the program's performance, but it is also an important means of keeping stakeholders and the general public informed of the program's progress.

The IPEPs for initial teacher preparation programs due on November 15, 2015, not only focus on the annual internal processes of collecting, analyzing and reporting data on each program's 2013-2014 candidate and completer progress and performance, but also includes the institution's description of the program's continuous improvement decisions, efforts and/or implementation outcomes based on data analyses results. As such, programs should examine data over time, looking for trends to inform continuous improvement efforts.

During the IPEP reporting process, please remember that the academic year is defined as summer term, fall term and spring term, essentially the middle of May 2013 through the middle of May 2014 for this reporting year.

Slide 7

The next section of this presentation concentrates on IPEP reporting requirements based on the new continued approval standards, indicators and criteria; and also provides status updates regarding the availability and/or accessibility of data essential to the IPEP report.

Slide 8

As noted on slide 8, Form ITP CAS-2015 identifies each new continued approval standard, including its corresponding indicators and criteria. While the form is referenced in Rule 6A-5.066, the specific continued approval standards are not explicitly cited within the rule. To review the new continued approval standards, requirements and criteria, simply click on the web link provided on this slide to which accesses both, Rule 6A-5.066 and Form ITP CAS-2015.

In the spring of 2015, the Office of Educator Preparation presented a series of technical assistance trainings on the new continued approval standards, indicators, criteria, requirements and processes. We strongly encourage you to review these resources prior to or during the IPEP reporting process.

Slide 9

Slide 9 illustrates the focus of each of the new continued program approval standard. As illustrated on slide 9:

- Standard 1 focuses on the program's candidate and completer quality;
- Standard 2 focuses on the program's field and clinical practices; while
- Standard 3 focuses on program effectiveness and continuous program improvement.

Please note that many of the continued approval criteria instruct programs to "describe any changes." It is not necessary to input information related to a policy or procedure that has been documented in last year's IPEP submission. For example, if the program does not provide a waiver to the admission requirements, and this policy has been documented previously in the last year's IPEP, then the non-waiver policy does not need to be repeated in the

current IPEP report, unless the policy has been enhanced, revised or modified. All revised programmatic modifications should be explicitly described in the IPEP report such as describing the policy changes; when the policy was implemented; providing information or evidence supporting the reason for the programmatic modification.

Slide 10

For Standard 1, Indicator 1.1, Criterion 1, a program is directed to fully describe any changes to the procedures or policies related to the admission of candidates. Admission requirements must be in accordance section 1004.04, Florida Statutes, which stipulates the following minimum prerequisites. Prior to program admission, students must:

- Have a grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies; **or**
- Have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale; **and**
- Have Pass the General Knowledge Test of the Florida Teacher Certification Examination **or**, for graduate level programs, candidates have obtained a baccalaureate degree from an accredited or approved institution.

In addition to the minimum admission requirements established in law, also any additional admission requirements imposed by your district.

Section 1004.04, Florida Statutes, provides ITP programs with the option to waive the minimum admission requirements for up to 10 percent (10%) of all students admitted within that academic year. Programs that implement the optional waiver provision, must annually report in their program's IPEP, the following information for any candidate admitted under the 10 percent (10%) admission waiver:

1. The assistance provided to and progress made by these candidates to successfully demonstrate the competencies required for meeting certification requirements; **and**
2. The current status/progress of each candidate admitted under the 10% waiver provision.

Some programs permit candidates to enter under “conditional admittance”.
Please note that from the standpoint of state-approval, per statute, a
“conditional admittance” is a waiver and must be documented and calculated
as part of the 10% allowance.

Slide 11

As stated on this slide, Criteria 1.2.1 through 1.2.3 under Standard 1, Indicator 1.2, focuses on program candidates’ mastery of the Uniform Core Curricula (or UCC), as well as the candidate’s success on passing all subsections of the Florida Teacher Certification Examination (FTCE). Programs should describe and report any changes implemented for collecting and analyzing candidate performance data at the individual and program level on their demonstrated mastery of each component of the Uniform Core Curriculum and their passing success for each subsection of the FTCE.

For the IPEP submission, describe what changes, if any, occurred and provide any supporting documents such as rubrics or assessments for course work and field experience matrices, curriculum maps, assignments, etc.

Please note that the Initial Approval Standards for this indicator require that programs use the district’s evaluation system for the final summative evaluation of program candidates’ culminating field experiences. Therefore, you will need to identify in the IPEP report the district evaluation system that the program is using and upload the specific observation form, as well as any other assessment tools, forms and/or rubrics that the program is using from the framework. Please provide a copy (or a web link) of the state-approved

district performance evaluation system utilized for the candidate's final summative evaluation.

In addition, programs must describe the assistance provided to and the status of candidates who did not successfully demonstrate mastery of each component of the Uniform Core Curricula and/or did not pass any subsection of the FTCE.

Slide 12

According to Section 1004.04(4) (d), Florida Statutes, each teacher preparation program must guarantee the high quality of its program completers.

Completers who earned an evaluation rating of developing or unsatisfactory on the school district's evaluation system, **either** during the first 2 years immediately following completion of the program, **or** following initial certification, whichever occurs first, must be provided additional training by the teacher preparation program if the training is requested by the employing public school or school district.

The program, must report in their IPEP, the number of program completers who received additional training as a result of the two-year guarantee as stipulated by statute; the public school or school district that requested the assistance; description of the assistance or training provided; and the outcomes from the training.

Slide 13

Still focusing on Standard 1, Program Candidate and Completer Quality, we now move onto Criterion 1.3.1, in the program must report and document candidates demonstration of positive impact on pre-kindergarten through 12th grade student learning growth, as measured by student performance data. This data could be collected from a variety of methods and assessment

instruments/ tools utilized by the program(s) to determine candidate's demonstration of positive impact on pre-kindergarten through 12th grade student learning growth. Programs often collaborate with partnering school district(s) and/or school(s) to collect evidence such as results from pre-tests and post-tests as well as other assessment tools.

For the IPEP report, describe changes, if any were implemented, in the method used to document candidates' demonstration of a positive impact on pre-kindergarten through 12th grade student learning and describe changes in how data results were collected, evaluated and analyzed.

Slide 14

A program must describe any changes that occurred or will occur regarding how it collects data on student learning growth within the completer's first year of teaching, and any changes in how these data results were collected, evaluated and analyzed in determining program completer impact on pre-kindergarten through 12th grade student learning growth.

Looking at criterion 1.3.2, your IPEP report needs to describe any changes to how the program gathered, collected, evaluated and analyzed each program completer's impact on student learning, including any results from statewide assessments.

Be mindful that indicator 1.3 criterion 1 is about the program candidate while he or she is enrolled in your program and indicator 1.3 criterion 2 is about the program completer within the first year of teaching after program completion. However, for both criteria within indicator 1.3 you will provide a description of how the program collects, evaluates, analyzes and utilizes the impact data results for continuous improvement.

There are some completers for whom you may receive impact data from the Florida Department of Education. For subject areas and grade levels that assess students using statewide standardized assessments such as the Florida Standards Assessment, the department will provide you with impact data.

Please note, however, that there are grade levels and/or subject areas for which a statewide standardized assessment exists but a student learning growth formula has not been established, such as the end-of-course exam for biology or the Florida Comprehensive Assessment Test for grade 5 science. There are also grade levels and subject areas for which no statewide standardized assessments exist, just local assessments permitted by law. For these grades and subjects, for example kindergarten through grade 2 teachers, music teachers, and art teachers will have local assessments; guidance counselors, school psychologists, for example will have other ways in which the school district is measuring student learning performance. It is important to know that your completers have student learning results associated with their teaching assignment – no matter what the assignment is. These student learning results are required by law.

Slide 15

Section 1004.04(5) spells out the required minimum qualifications for postsecondary supervisors or instructors and school district personnel. With Criteria 2.1.1 and 2.1.2, programs report any changes to the process of determining and ensuring that postsecondary and school district personnel meet the state-mandated requirements for supervision. Individuals in postsecondary teacher preparation programs who instruct or supervise pre-service field experience courses or internships in which a candidate demonstrates his or her impact on prekindergarten through grade 12 student learning growth must have the following requirements:

- Completed specialized training in clinical supervision;
- At least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and
- An annual demonstration of experience in a relevant prekindergarten through grade 12 school setting.

Rule 6A-5.066 defines annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a pre-kindergarten through 12th grade educator or providing instruction directly to pre-kindergarten through 12th grade students.

School district personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in the state of Florida in which candidates demonstrate an impact on prekindergarten through grade 12 student learning growth must have the following requirements:

- Completed “clinical educator” training;
- A valid professional certificate issued pursuant to s. 1012.56, (meaning a Florida teaching certificate);
- At least 3 years of teaching experience in prekindergarten through grade 12; and
- Must have earned an effective or highly effective rating on the prior year’s performance evaluation.

Statute also describes qualifications of those who supervise or direct students during field experience courses or internships that occur in other states, through a Florida online or distance program or on a United States military base in another country through a Florida online or distance program.

Be sure to review current agreements between the program or institution and the school district and upload revised or new agreements.

Slide 16

Standard 2, Indicator 2.2 covers the settings in which field and clinical practices occur and the feedback and/or remediation offered to candidates. Programs are to describe the following:

1. Changes, if any to the selection and monitoring process for determining field and clinical settings. Remember that settings are to include a variety of sites and represent the full spectrum of school communities in multiple contexts.
2. Specific settings for field and clinical practices for the reporting year.
3. Changes, if any, to how program candidates receive feedback on their progress through field and clinical experiences.
4. Remediation that was provided to program candidates who were unsuccessful in field and clinical experiences.

It is important to document how on-going feedback to inform candidates of their progress towards meeting the competencies and skills will be a part of this process. Also, describe how remediation will be determined, administered and monitored on program candidates who are not proficiently progressing. You may want to include a step-by-step description of your remediation plan including the development and use of an individual remediation plan, any faculty or personnel involved, and resources and/or supporting documents used in this remediation process. Furthermore, Standard 2, Indicator 2.2 requires that you provide a step-by-step description of how program candidates will receive mentoring, coaching and remediation feedback as they progress throughout the program and mastery of the Uniform Core Curricula.

If this is your first IPEP report, be sure that the descriptions indicate how the program selects settings so that candidates can fully practice and demonstrate their knowledge and skills of diverse student populations, in various school settings and grade levels and in the subject area that the candidate is preparing for certification. For successive IPEP reports, be sure that the field

and clinical experience settings are current and meets the requirements for field and clinical settings. For example, a candidate in an Art program must participate in a variety of experiences in classrooms where art is being taught, in multiple grade levels (K-12), both elementary and secondary settings, and with diverse student populations and settings, such as a high-needs and/or an urban school.

Slide 17

We now move onto Standard 3 regarding Program Effectiveness. For continued approval, standard 3 is the most critical of all three standards. It is a synthesis of what has occurred and is documented in standards 1 and 2. Standard 3 not only documents data outcomes and effectiveness but also the processes that are employed to implement meaningful improvements. We start with Indicator 3.1, with a focus on how the program routinely and systematically examines candidate and completer performance and impact. (Note that Form ITP CAS 2015 references the standard and indicator to which data processes are reported or evidence is provided.) Programs shall report aggregated data in the reporting year on program candidates and program completers in the following areas:

- Impact of pre-kindergarten through 12th grade student learning for all program completers employed in Florida public schools (relating to Standard 1.3).
- Program completers' performance as evidenced by the Annual Program Performance Report Card (APPR) (relating to Standard 1.3).
- Assistance provided to any program completer(s) as a result of the 2-year guarantee (relating to Standard 1.2).
- Impact of pre-kindergarten through 12th grade student learning for all program candidates during field and clinical experiences (relating to Standard 1.3).

- Program candidates' culminating field and clinical experience performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
- Program candidates' FTCE subtest results at the competency level (Standard 1.2).
- Program candidate data admitted under the 10% waiver (Standard 1.1).
- Other program candidate or program completer outcome data results considered by the program.

For Standard 3, Indicator 3.1, Criterion 2, describe in the annual submission how the program analyzed the aggregated program candidate and completer performance and outcome data, including data received by the Department such as the program's APPR data. Also, describe how the program used data to determine areas of need or weaknesses leading to program improvement. Include information on protocols for examining candidate and completer performance and pre-kindergarten through 12th grade student impact and how faculty, administrators and others use data analysis for improvements.

Slide 18

Standard 3, Indicator 3.2 emphasizes the process and capacity for making decisions and implementing continuous improvements. This reporting standard is a culmination of data collection, monitoring, evaluating, and reporting such that programs do affect meaningful and consistent improvements that lead to better-prepared completers. Each program must identify, describe and report the following:

1. Specific program elements based on aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement.
2. The stakeholders, by their roles and responsibilities, who are involved in the decision-making process for determining the enhancement of

program elements and capacity for impacting prekindergarten through grade 12 student learning.

3. The specific programmatic enhancements and changes made, or scheduled to be made, as a result of the decision-making process.

Slide 19

Slides 19 through 21 focuses on essential data for reporting your program(s)' progress and performance in the IPEP report.

First, I will provide an update on the status of the 2014-2015 student learning growth data (also known as VAM data) and the 2014 -2015 District Evaluation Results. Currently, the 2014-2015 student learning growth results or VAM data are not available. These data are anticipated to be available in the eIPEP by December 2015. Therefore, we encourage you to utilize multiple years of prior student learning growth results (VAM) that are currently available under the Reports tab of eIPEP.

Likewise, 2014-2015 district evaluation results are also currently not available. In accordance with section 1012.31, Florida Statutes, "An employee evaluation shall be confidential and exempt from the public records laws until the end of the school year immediately following the school year in which the evaluation was made". Due to this statutory requirement, program completer's 2014-2015 educator evaluation results cannot be released until August 2016.

Similarly, to the VAM data, we encourage you to utilize multiple years of prior teacher evaluation results to address the appropriate IPEP criteria.

The data identified under the section titled, "**Accessible Data via eIPEP**," are accessible either through the Candidates/Completers Tab and/or the Reports Tab. Programs are able to access their candidates' and completers' Florida Teacher Certification Examination Results (or FTCE) subtest results at the competency level through the Results Analyzer tool. Remember to

review multiple reporting years of data for a comprehensive representation on the program's current performance in comparing prior program progress. As additional data become available, it is our intent to use the eIPEP to share the data with you as soon as data are received.

During the IPEP reporting process, we encourage you to take time and review each of your program's candidate and completer data in eIPEP for accuracy. It is especially important to review your program(s)' completer data, specifically their date of birth, social security number, admission date, completion date and ensure the completer is attributed to the correct program. Further information and streamlined methods of reviewing completer data reported to either the State University System's Board of Governors or Florida College System's Community College and Technical Center Management Information Systems (known as CCTCMIS) will be provided in the near future. Reviewing completer data for accuracy is an essential component for federal and state reporting, as well as the program's Annual Program Performance Report (or APPR).

Slide 20

Not all vital data fundamental to adequately addressing the new continued approval standards and criteria within the IPEP are provided by the Florida Department of Education. Some data elements must be collected by the institution for comprehensively responding to the IPEP standards and criteria. A portion of these data elements are stated on slide 20 and include, but are not limited to:

- Impact of pre-kindergarten through 12th grade student learning for all program completers employed in Florida public schools, especially for completers teaching content areas in which a statewide assessment is not required. Programs are encouraged to collaborate with the school district(s) where the completer is employed to receive these data results;
- 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 Curriculum (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;
- Program completers statewide assessment data results from their first year of teaching aggregated to the program level;
- Data analysis results to inform programmatic decisions; and
- Other program candidate or program completer outcome data results considered by the program.

Slide 21

Continuous Improvement is based on data collected and analyzed on the program's candidates and completers. It is critical to evaluate data outcomes from Standards One and Two in determining the program's performance, progression and effectiveness prior to developing and implementing essential program improvement efforts and/or enhancing current policies. Slide 21 presents questions to consider when responding to Standard 3: Program Effectiveness which focuses on the program's continuous improvement efforts that is sustained and evidence-based, and that evaluates the effectiveness of its candidates and completers. While addressing the criteria for Standard 3, please consider the following:

- What aggregated data were collected and how were they used?

- What analysis of aggregated program candidate and program completer outcome data occurred?
- What areas of need or weaknesses were identified?
- What remedies were implemented for any APPR performance metric receiving a Level One or Level Two score?
- What outcomes were evaluated from changes implemented?

Standard 3, Indicator 3.2 focuses on the program elements and capacity for impacting pre-kindergarten through 12th grade student learning based on data results. Programs should have processes and methods for examining candidates' and completers' performance data, specifically related to candidates' impact on pre-kindergarten through 12th grade in clinical and field experiences as well as completers' impact on pre-kindergarten through 12th grade student achievement as educators. Evidence should be supported by:

- 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.

Slide 22

The next section of our presentation provides instructions on accessing the eIPEP application through the Single Sign-On platform and presents additional considerations related to the eIPEP Coordinator accounts.

Slide 23

This slide displays a screen shot of the home page of the Single Sign-On portal. . The eIPEP system is integrated into the Single Sign-On portal;

therefore to access the secure area of the eIPEP system, you must have Single Sign-On credentials.

For many participants, this screen may look different, especially if you have not recently accessed the Single Sign-On portal. Even though, the Single Sign-On portal user interface has been updated, the functionalities remain the same. For your convenience, you may open the Single Sign-On portal by clicking on the web link displayed on this slide. After accessing the SSO portal, click on the “Educators” link which is located at the bottom left-hand of the SSO landing page, as denoted by the red arrow.

Slide 24

Once you have successfully logged into the Single-Sign On portal, select the “eIPEP” link located under the Teacher and Leader Development section of your Single Sign-On personalized page.

Slide 25

The landing page of the eIPEP system is illustrated on this slide. After successfully completing steps 1 and 2, this web page will be displayed. Please note that only registered eIPEP users are able to access the secure area of the eIPEP system which is located on the right-hand side of the eIPEP landing page. To access eIPEP, select the link “Click here to access the site”. The left hand side of the eIPEP landing page currently accesses the 2013 and 2014 Annual Program Performance Reports (or APPRs). This portal does not require credentials and is accessible by the public.

Slide 26

Slide 26 presents beneficial information regarding eIPEP Coordinator capabilities, web-links accessing Single Sign-On Support Resources and Tutorials.

Each institution should have a designated/assigned eIPEP Coordinator. eIPEP Coordinators are also registered as the institution’s Single Sign-On

administrators. As a Single-Sign On administrator, eIPEP coordinators are able to add, delete and modify eIPEP users on behalf of his or her institution. Not only are eIPEP Coordinators able to register new institutional users into the SSO platform and eIPEP system, but they also are able to assign or update user roles and support institutional users with assessing the Single Sign-On platform such as password issues. Furthermore, during role and responsibility changes, current eIPEP Coordinators are able to deactivate their SSO account and enroll new eIPEP Coordinators into the SSO platform. If possible, please utilize this streamlined method when the new eIPEP Coordinator is assigned prior to the role/responsibility transition. Instructions on managing users through SSO and eIPEP are accessible in eIPEP under the “Site Resources” tab located in the upper right-hand area of your personnel eIPEP portal.

You may access multiple Single Sign-On Support Resources and Tutorials by clicking on the web links displayed on this slide. However, for SSO purposes, please note that institutional users are defined as Hosted users. As such, please refer to resources and tutorials intended for Hosted Users.

Slide 27

During this portion of the presentation, I will review the process of entering narrative, data and/or uploading documents for your program(s)’ IPEP, as well as instructions on submitting the 2013-2014 IPEP to the Florida Department of Education through the use of the eIPEP system.

Slide 28

You are ready to begin the process of reporting and submitting your program(s)’ IPEP after successfully accessing the eIPEP system. To begin the IPEP reporting process, first select the “**Standards Details**” tab located at the top of the your personal eIPEP page; then select the “**2013-2014 report**”, representing the IPEP’s academic year. The drop down menu for the reporting years is located at the far right-hand side of the screen on the

“Standards Details” page; and last select **“ITP”** from the drop down box menu located under the section titled Standard Type on the left -hand of the screen. The menu of program types, such as ITP, EPI or Ed Leadership, should correspond with the type of program(s) currently state-approved at your institution.

Slide 29

Slide 29 illustrates each step previously described in slide 28. Each arrow corresponds with each step for starting the IPEP reporting process.

Slide 30

Due to the incorporation of the new continued program approval standards into the eIPEP system, the look and feel of the Standards Details page has also been updated.

In prior program evaluation plan reporting years, the eIPEP system links accessing the IPEP reporting page were labeled as “Standard”; however as illustrated on this slide “Criterion” is the label for accessing the IPEP reporting page. The new label of Criterion includes a numerical classification representing the Standard, Indicator and its corresponding criterion. For example, Criterion 1.1.1 represents Standard 1, Indicator 1.1 and Criterion 1. Similarly, Criterion 3.1.1 represents Standard 3, Indicator 3.1 and Criterion 1.

Also, when you hover your mouse over a criterion link, the system displays the language for the standard and indicator corresponding to that indicator.

Slide 31

Click on a criterion link to access and begin the IPEP reporting process. After the page is displayed, please select one or multiple programs before entering narrative, data or uploading documents. This step is important because your response to the criterion must directly align with the selected program or

programs' progress, status and/or performance. Once the appropriate program or programs are selected, you may begin addressing the criterion by either inputting responses into the narrative box located under the program list or upload documents and/or evidence. As noted on this slide, when uploading document(s) or evidence into the eIPEP system, a brief description inputted into the narrative box is required prior to updating the status to **Completed**. Failure to include an entry in the narrative box will not enable you to complete that criterion. Once you have addressed the standard, indicator and criterion for the selected program or programs, scroll to the bottom of the page and update the status menu located on the left hand side of the screen to **Completed**, then click on the **Save** button located on the bottom right hand side of the page.

For your convenience, illustrations of the aforementioned instructions are provided in the next couple of slides.

Slide 32

A partial screen shot of the IPEP reporting page is illustrated on this slide. As noted, the IPEP reporting page also displays the language for the standard, indicator and criterion. Remember that the criterion link selected on the standards details page directly corresponds standard, indicator and criterion displayed in the IPEP reporting page.

Slide 33

Slide 33 provides a listing of all programs that are currently state-approved and require an IPEP submission. The program list is located directly under the criterion language of the IPEP reporting page. If your institution has a vast number of programs, you may utilize the scroll bar, provided on the right hand side of the program list, to access all programs.

Slide 34

A critical step in the IPEP reporting process for initial teacher preparation programs (ITPs) is to ensure the accuracy of the programs and degree levels listed within the program list.

It is critical that you first review your list of approved programs and their associated degree level(s). The same program list is available for each selected criterion. This list reflects any program that is state-approved per department records during the 2013 - 2014 academic year – and includes programs in the “teach-out phase.” If you notice a program or multiple programs missing or you notice programs that should not be listed, please contact the Department immediately so we can research and review the reason for this discrepancy. Please note that if this error is not corrected at this time, it cannot be corrected after the IPEP has been submitted.

Slide 35

Under the program list section, the eIPEP system provides institutions with the ability to designate a nickname when multiple programs are selected based on the program’s similarities. This is an optional feature and not required if multiple programs are selected.

By grouping like programs, the institution may efficiently address similar, comparable programs by addressing the selected standard, indicator and criterion with one response. If you decide to group several programs together because these programs will have the same responses to the selected standard, indicator and criterion – and you prefer to designate a name for the grouped programs – such as “Science Programs” - you are able to add a title under the **Nickname** area. This feature is only beneficial if your responses to several or all programs are exactly the same. It is not suggested to use this option if the responses for the programs will differ.

Slide 36

This slide identifies the location of the narrative box, document upload features; status menu and save function. These elements and functionalities are essential and required for completing and submitting your program(s)' IPEP.

Slide 37

Unfortunately, the feature called “Copy From Previous Year” is not available this year because of the implementation of new program approval standards for all state-approved teacher preparation programs. I am proud to announce that this function will be available, once again, during the 2014-2015 IPEP reporting year.

As an important reminder, you must address each standard, indicator and criterion for each and every program displayed in your program list.

Slide 38

The Standards Details page displays the status options based on your progress with regard to your IPEP report. Before you leave each standard that contains information you have entered, remember to designate the appropriate status. If you need to continue working on the standard, keep the status of “In progress.” This indicates that you are not finished and the standard detail entries are incomplete.

Upon completion of a specific standard and criterion, remember to update the status to “Completed.” Once you select “Completed,” also select SAVE at the bottom of the page. I recommend that you always select SAVE before leaving any page. There are some automatic save features that are in operation – but to ensure all of your information is saved, select the SAVE button.

Once all standards and criteria have been addressed for all of your state-approved programs and the status of Completed saved, as depicted on this

slide, the Standards Details page will display each criterion in a Completed status.

Slide 39

ALL Standards and Criteria must be in the status of “Completed” in order to submit your final IPEP to the Florida Department of Education through the eIPEP system. The “Submit Report” link will not be available until all standards/criterion are completed. Any standard for which you have failed to enter information will prevent submission of the entire IPEP. The location of the “Submit Report” link is depicted on this slide.

Slide 40

The final section of this presentation provides reminders pertaining to eIPEP User Roles, IPEP reporting reminders and resources as well as contact information for additional assistance and guidance in completing and submitting your program(s)’ 2013-2014 IPEP report.

Slide 41

On slide 41, I would like to remind you about the various eIPEP roles. Each institution has an eIPEP Coordinator whose responsibility is to assign roles to individuals affiliated with its institution who require or currently have access to the eIPEP system.

Note that the eIPEP Coordinator, the eIPEP Certifying Officer and the eIPEP Institution Editor all have the capabilities to SUBMIT the final IPEP report to the Department. Additional information on eIPEP user roles and their functions are available under the HELP section of the eIPEP system. If you have any further questions about these, please do not hesitate to contact me or the staff at the Florida Center for Interactive Media (FCIM).

Slide 42

Slide 42 provides additional reporting reminders pertinent to IPEP submissions.

As noted on this slide, each state-approved educator preparation programs are required to submit an IPEP report by November 15th as set forth in section 100.04, Florida Statutes. Many of you may be aware that November 15th falls on a Sunday this year; therefore if we have not received your IPEP report by November 16th, you will receive notification from the department pertaining to the status of your IPEP submission.

All programs in all types of institutions must complete an annual program evaluation plan. All institutions that offer a state-approved Initial Teacher Preparation Programs, Educator Preparation Institutes, Educational Leadership Programs, Professional Development Certification Programs and Professional Training Options must submit annual program evaluation plans.

As a reminder, if you had any candidates or completers in 2013-2014, an IPEP must be submitted – even if you currently do not have any program candidates enrolled in the program.

Slide 43

As previously announced, we highly encourage you to review the technical assistance trainings presented in spring 2015. These trainings are accessible by clicking on the web link displayed on this slide.

Slide 44

The contact information and titles for the professionals in our office who are determined to help you succeed through this process are noted on this slide. If you have any questions, concerns or issues, please contact the appropriate individual identified on this slide. Feel free to contact me, Kimberly Pippin, regarding information pertaining to data reporting and IPEP submissions.

Slide 45

Slide 45 provides the contact information and resources for technical support of the eIPEP system and the Single Sign-On platform.

Slide 46

This concludes the 2013-2014 IPEP technical assistance training. We appreciate all of the efforts each one of you contributes to education each and every day through ensuring effective preparation of our future teachers.

Thank you for taking the time to review this recorded webinar. I invite you to send suggestions on ways to improve the eIPEP system reporting capabilities. Please do not hesitate to contact me, Kimberly Pippin, if you have additional questions or need clarification. Feel free to contact me via email or phone call as you work on the completion and submission of your 2013-2014 IPEPs.

Thank you and have a great day!