Initial Approval Training PDCP
Transcript 2015

Slide 1: Introduction

Good day, I am Sheila Watson and I would like to welcome you and thank you for attending our Professional Development Certification Program Approval Training. This training is specifically for districts that have a state-approved Professional Development Certification Program.

To assist you in following along with this training, I recommend that you have in front of you a copy of the following documents: Section 1012.56, Florida Statutes, State Board of Education Rule 6A-5.066, and the Initial Program Approval Standards (PDCP IAS-2015). These documents can be located on the Educator Preparation website at: http://www.fldoe.org/teaching/preparation/pdcp.stml

Slide 2: Legal Authority: Educator Preparation Statute and Rule

The requirements for obtaining state approval of a Professional Development Certification Program for teacher preparation are set forth in Section 1012.56., Florida Statutes, and State Board of Education Rule 6A-5.066. Under this statute and rule, the program approval system guides teacher educators in conceptualizing, developing, implementing, and evaluating programs that meet state-adopted program approval standards. The requirements in this statute and rule allow districts the academic freedom to innovate *while* holding each district accountable for producing quality teachers that have a positive impact on P-12 student learning.

Slide 3: Program Approval Dynamics

Florida has two separate processes of program approval: the initial approval process and the continued approval process. As the standards for approval have changed for Professional Development Certification Programs, all programs will address the initial approval standards in the annual District Program Evaluation Plan or DPEP to be submitted on November 15, 2015. By addressing the initial approval standards, programs will submit a plan for meeting all requirements for state approval. A program's plan is the blueprint for program implementation. The program's blueprint should provide the plans and processes for operation, including delivery, curriculum, assessments, field experiences, data collection, and continuous improvement. The plan should provide evidence of how the program will meet the requirements for continued state approval. The components of the plan will address each of the initial approval standards and its corresponding indicators in detail, including a description with supporting evidence. The standards, indicators and criteria are all outlined in the Initial Program Approval Standards document that you should have in front of you for this training.

The Continued Approval Standards are also specified for each program type. These standards are to ensure a fair, consistent, and balanced review for all programs on criteria that are to be met in order to receive continued program approval. Programs will provide evidence of meeting the Continued Program Approval Standards during the site visit review. The Continued

Program Approval Standards indicate what must be included in the District Program Evaluation Plan after this initial year, the program summary report which is submitted prior to the site visit and what occurs during the off-site and on-site visit, in order to receive an "Acceptable" rating.

Slide 4: Standard 1

I will now walk you through each of the Initial Approval Standards, including the indicators and criteria. Please have your copy of the Initial Approval Standards handy to reference and follow along. I will start with Standard 1 which is located on page 2 of the Initial Approval Standards document. Standard 1 for Initial Program Approval requires each program to provide information regarding how it will instruct, monitor and ensure the quality of all program candidates and completers. You will notice on pages 2 and 3 of the Initial Approval Standards document that Standard 1 has three (3) indicators. I will now discuss each of these indicators and the criteria shown in the boxes that follow on the document.

Slide 5: Indicator 1.1

Indicator 1.1 is located on page 2 of the Initial Program Approval Standards document. This indicator states, "Each program consistently applies state-mandated admission requirements." As you can see on the Initial Program Approval Standards document, there are two criteria listed for indicator 1.1.

Criterion # 1- The first criterion for indicator 1.1, as seen on page 2, states that the program will describe the "admission requirements, processes and procedures used by the school district to determine eligibility for participation in the program." Here you will provide a description of the program's procedures for tracking and monitoring admission requirements. Your description should include not only the admission standards required by state law, (the individual is classified as instructional personnel employed by the school district and they hold a temporary certificate) but also any additional admission requirements imposed by your district.

Criterion # 2 – The second criterion for indicator 1.1, found on page 2, states the program will describe the "plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program." The focus of this plan should be the overall "annual" process for collecting, monitoring and reporting data on the candidates. You will want to include in a step-by-step description of your plan including any data, personnel, resources and/or supporting documents used in this reporting process.

Slide 6: Indicator 1.2

Indicator 1.2 is located on pages 2 and 3 of the Initial Approval Standards document. This indicator states, "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." Please notice that for Indicator 1.2 there are nine (9) criteria listed.

Criterion # 1 - The first criterion for indicator 1.2, as you can see on page 2, requires programs to describe the plan for how the program will provide an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.

Criterion # 2 – Criterion 2 for indicator 1.2 is shown on page 2 of the Initial Approval Standards document. For this criterion, you will describe the plan for how and what will be provided for the minimum period of initial preparation prior to assuming duties as the teacher-of-record as specified in s. 1012.56 (8)(a)1.

Criterion #3 - On pages 2 and 3 of the Initial Approval Standards, criterion 3 of indicator 1.2 requires programs to describe the process to assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula. It is very important that the process includes a description of how candidates will demonstrate mastery of the Uniform Core Curricula in both program courses or modules AND as the 'teacher-of-record'. The Uniform Core Curricula is defined in statute and Rule 6A-5.066 and includes the following:
   o Florida Educator Accomplished Practices (FEAPs)
   o State-adopted content standards or the Florida Standards
   o Scientifically-researched reading instruction
   o Content literacy and mathematical practices
   o Strategies appropriate for instruction of English language learners
   o Strategies appropriate for instruction of students with disabilities, and
   o School safety

Slide 7: Indicator 1.2 continued
Criterion # 4 – Criterion 4 for indicator 1.2 is shown on page 3 of the Initial Approval Standards document. For this criterion, you will provide matrices that describe your critical tasks, assignments and assessments during coursework and as the 'teacher-of-record' for the competencies and skills associated with each component of the Uniform Core Curricula. Please provide sufficient details of the critical tasks, assignments and assessments to show clear alignment with the competencies and skills. Your matrices must include:
   o Title for each course or module in which the UCC is taught and assessed.
   o Performance measure or indicator that is being assessed
   o Title and description of the critical task or assessment activity
   o Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet

The Department has some sample templates for these matrices that I will be discussing later in the presentation.

Criterion # 5 – Still on page 3 of the Initial Approval Standards, criterion 5 of indicator 1.2 asks that you describe your program plan for remediating, mentoring and coaching any candidate who is not progressing proficiently through the program. This plan should include the roles of key personnel who will assist or participate in the remediation process.

Criterion # 6 – For criterion 6 of indicator 1.2, you will provide a copy (or a web link) of the state-approved performance evaluation system used by your school district, including the instruments that will be used for the final summative evaluation.

Criterion #7– Criterion 7 of indicator 1.2 – still on page 3 – requests that you describe a plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the Uniform Core Curriculum previously discussed under Criterion #3. You may want to include in the step-by-step description of your plan any data, faculty or personnel, resources and/or supporting documents used in this analysis process. Ensure that the description of this analysis process addresses candidate performance data at both the individual AND program levels. Addressing only one of these areas is not meeting the entire requirement of this criterion.

Criterion #8 – For criterion 8 of indicator 1.2, you will provide step-by-step details of the plans for collecting and monitoring the Florida Teacher Certification Examination results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.

Criterion #9 – For criterion 9 of indicator 1.2, you will describe the plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the Florida Teacher Certification Examination. You will want to include a step-by-step description of your plan including details about the development and use of an individual remediation plan, any personnel responsible, resources and/or supporting documents used in this remediation process.

Slide 8: Matrices
To assist you with the matrices requirement for indicator 1.2, sample matrices and templates for the Florida Educator Accomplished Practices (FEAPs) are available on the Department's website at: http://www.fldoe.org/teaching/preparation/additional-resources.stml.

Each program will also need to provide a matrix that details how the additional components (school safety, strategies appropriate for instruction of students with disabilities and content literacy and mathematical practices) of the Uniform Core Curriculum will be addressed and assessed. If any of these additional components are addressed in other matrices that are being submitted, be certain to clearly state that within the plan submission.

Slide 9: Indicator 1.3
Indicator 1.3 is located on page 3 of the Initial Approval Standards document. This indicator states, "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." As you can see on page 3, Indicator 1.3 has two (2) criteria.
Criterion # 1 – For criterion 1 of indicator 1.3, you will need to describe both, the evaluation methods that will be utilized by a program candidate to demonstrate positive impact on P-12

student learning growth, as well as how the data results will be collected, evaluated and analyzed on program <u>candidate</u> impact on P-12 learning growth during field experiences.

<u>Criterion # 2</u> –For criterion 2 of indicator 1.3, you will provide an explanation of how P-12 student learning growth data will be gathered for each program completer within the first year of teaching after program completion and how the data results will be collected, evaluated and analyzed on program completer impact on P-12 student learning.

Be mindful that indicator 1.3 criterion 1 is about the program candidate <u>while he or she is enrolled in your program</u> and indicator 1.3 criterion 2 is about the program completer <u>within the first year of teaching after program completion.</u> However, for both criteria within indicator 1.3 you will provide a description of how the program will collect, evaluate, analyze and use 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, 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 10: Standard 2 I am now moving on to Standard 2 of the Initial Approval Standards. Standard 2 is located on page 4 of the standards document. Standard 2 states that "the program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate." Standard 2 has two (2) indicators – both also shown on page 4.

Slide 11: Indicator 2.1
According to Indicator 2.1, experienced peer mentors must meet the state-mandated requirements for supervision of candidates. I will share these requirements specifically on the next slide. Indicator 2.1 has one (1) criterion as you can see on page 4 of the standards document.

<u>Criterion # 1</u> – The criterion asks programs to describe the step-by-step process for ensuring, collecting, and monitoring the qualifications of peer mentors assigned to each program candidate.

Slide 12: Peer Mentor Qualifications

The requirements for peer mentors are as follows:

1. a valid professional certificate issued pursuant to s. 1012.56,
2. at least 3 years of teaching experience in prekindergarten through grade 12 and
3. must have earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34 or be a peer evaluator under the district's evaluation system approved under s. 1012.34.

Slide 13: Indicator 2.2

Standard 2 Indicator 2.2, on page 4 of the standards document, states that "peer mentors provide documented high-quality feedback and support in the development of candidate skills" Indicator 2.2 has one (1) criterion.

Criterion # 1 – Indicator 2.2 criterion 1 requires that you provide a step-by-step description of how program candidates will receive feedback on their progress including strategies for improvement. 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. Criterion 1 also asks that you 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. Lastly, criterion 1 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 Curriculum.

Slide 14: Standard 3 Indicator 3.1

Standard 3 Indicator 3.1 requires the program to systematically examine candidate and completer performance and impact. As you can see on page 5 of the Initial Approval Standards, indicator 3.1 has two (2) criteria. This indicator focuses on the data that were collected for Standard 1.

Slide 15: Standard 3 Indicator 3.1

Criterion # 1 –The first criterion under indicator 3.1 asks that the program describes its process for the annual review and analysis of aggregated data that will be collected on program candidates and program completers. Again, notice that this criterion provides a listing of the minimum data that should be included, and refers you back to an indicator in standard 1 where you described your plan for collecting the specified data. The review of data should include at least:

- Impact of P-12 student learning for all program <u>completers</u> employed in Florida public schools which relates to standard 1.3
- Program <u>completers'</u> performance as evidenced by the Annual Program Performance Report Card relating to standard 1.3
- Impact of P-12 student learning for all program candidates during field experiences (for PDCP candidates, while they are teaching as a candidate in the program) also from standard 1.3
- Program candidates' culminating performance evaluations in demonstration of mastery of the Uniform Core Curricula relating to standard 1.2
- Program candidates' Florida Teacher Certification Exam subtest results at the competency level also related to standard 1.2 and
- Other data results under consideration by the program

Please notice on page 5 of the Initial Program Approval Standards document under indicator 3.1 criterion 1 that the first two bullets address "completers," while the next three bullets address "candidates." Please note, as indicated by the final bullet, that you are not limited to only these specified data elements. Other data of interest to your program may be collected and analyzed for continuous improvement.

Let me reiterate, in Standard One you have previously described the data collection process for each of the bulleted items under indicator 3.1 criterion 1. Now, you will focus on "how" aggregated candidate and completer data will be reviewed and analyzed by the program on an annual basis for continuous program improvement. Once again, note that the corresponding indicators from Standard One in which each of the bulleted requirements have been previously addressed are noted in parentheses after the requirements in Standard Three for reference. The difference between Standard One and Standard Three is that in Standard One, you will describe the process or plan for assessing, reporting, collecting, and monitoring individual candidate and completer data, and in Standard Three you will describe the process for the annual review and analysis of aggregated data and how this data will be used for continuous improvement.

<u>Criterion # 2</u>: Criterion 2 of Standard 3 indicator 3.1 is also located on page 5 of the Initial Program Approval Standards. This criterion asks for a detailed description of how the program will <u>analyze</u> the aggregated candidate and completer data to determine which area or areas of the program have needs or weaknesses that will require changes or improvements. Some leading "W" questions may be helpful to you in this process: <u>Who</u> are the participants? <u>What</u> are the steps in the process? <u>When</u> does this process take place? <u>Where</u> does this process take place? <u>How</u> are the areas of need determined for consideration for program improvement?

Slide 16: Standard 3 Indicator 3.1 continued

Standard 3, Indicator 3.1: Continuous Improvement is based on what data were collected and analyzed on the program's candidates and completers. It is critical to evaluate data outcomes

from Standards One and Two in determining program effectiveness and key program or policy changes. Questions to consider and respond to are:

- 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 target receiving a Level One or Level Two score?

- What outcomes were evaluated from changes implemented?

Slide 17: Continued Approval Standards 3.1

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. While for this year's DPEP you will report predominately on the Initial Approval Standards, you will still need to report on Standard 3 from the Continued Approval Standards which requires you report data on your candidates and completers.

Let's look at Indicator 3.1, with a focus on how the program routinely and systematically examines candidate and completer performance and impact. (Note that Form PDCP 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 p-12 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)

- Impact of p-12 student learning for all program candidates while enrolled in your program (relating to Standard 1.3).

Slide 18: Continued Approval Standards 3.1 (con't)

Continuing on with the rest of the reporting requirements described in Indicator 3.1, aggregated data are also to be reported for the following:

- Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2)

- Program candidates' FTCE subtest results at the competency level (Standard 1.2)
- And, other program candidate or program completer outcome data results that the program considered and examined.

Slide 19: Continued Approval Standards 3.1 (con't)

Moving on to Indicator 3.1 Criterion 2, describe in the DPEP 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 p-12 student impact and how faculty, administrators and others use data analysis for improvements.

Slide 20: Standard 3 Indicator 3.2

Indicator 3.2 of standard 3, located on page 5 of the standards document, states, "The program uses results of data collection to enhance program elements and capacity." This indicator has 2 criteria.

Criterion # 1 – Criterion 1 of indicator 3.2 asks that you describe, based on aggregated data gathered on program candidate and completer performance and impact, as well as the areas of need or weakness determined for the program, how you will use that aggregated data to drive programmatic improvements to expand, enhance or change the program's capacity or ability to meet and achieve the state's educational goal to produce effective teachers.

Criterion # 2 – Criterion 2 of indicator 3.2 requests that you provide a description of the program stakeholders' roles and responsibilities and how stakeholders' input will be utilized in programmatic decision-making. Keep in mind that stakeholders can be both internal and external groups, as well as individuals such as program completers, school district personnel, classroom teachers, principals, community agencies and business representatives.

Slide 21: Standard 3 Indicator 3.2

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 effect 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 22: Helpful Hints and Reminders

Helpful hints and reminders:
1. In all planning and assembly stages of your program plan, it is important to obtain the input of all individuals who teach your courses or modules and other district staff involved in your program to ensure that the folio contains and addresses all required standards and elements and is representative of the program.
2. Review Section 1012.56(8) of the Florida Statutes and State Board of Education Rule 6A-5.066 to ensure that all state requirements have been addressed and submitted in your folio.
3. Visit the Educator Preparation website at http://www.fldoe.org/teaching/preparation and make use of the posted technical assistance documents.
4. Use the sample matrices templates located on the Educator Preparation website.
5. Ensure that all required and/or necessary evidence is included and documented.
6. Clearly explain the information required for each standard and indicator with adequate detail.
7. Consolidate information in charts, tables, and matrices whenever possible.
8. Be concise and succinct but sufficiently detailed to provide evidence that the standard and indicator are addressed.
9. Incorporate a labeling system to include a table of contents and page numbers, including the appendices, to make it easier for reviewers to follow and reference your folio.

Slide 23:

Thank you for your efforts to prepare effective teachers for the state of Florida. We all benefit from this very worthwhile and important process because we have such a vested interest in what we do, but the ultimate benefactors are our Florida P-12 students!

Slide 24: Contact Information for Educator Preparation Staff

On behalf of Educator Preparation, we appreciate your participation in the Initial Program Approval Training. As always, if you have any questions or concerns, please contact the Office of Educator Preparation. This slide displays the staff who work with Professional Development Certification Programs. We look forward to working with you.