

MODIFIED INITIAL PROGRAM APPROVAL TRAINING 2015 TRANSCRIPT

Slide 1:

Good day. I would like to welcome and thank each of you for attending our Modified Initial Program Approval Training. This training is specifically for institutions that already have at least one state-approved teacher preparation program. There will be a separate training for institutions that are seeking approval of a teacher preparation program for the very first time, the Initial Program Approval Training.

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 1004.04, Florida Statutes, State Board of Education Rule 6A-5.066, the Request to Submit Form (RTS-2015) and the Initial Program Approval Standards (ITP IAS-2015). These documents can be located on the Educator Preparation website at: <http://fldoe.org/teaching/preparation> . We ask that you please mute your lines and hold all questions and/or comments until the end of the presentation.

Slide 2: Modified Initial Program Approval Process

The “modified” initial program approval process is for those “veteran” institutions that currently have at least one state-approved teacher preparation program. The modified process provides abbreviated procedures as many of the standards, indicators and criteria will be the same across all of the institution’s state-approved programs. This modified process allows these institutions to submit a folio for a new program without re-addressing these standards, indicators and criteria that are duplicative.

Please note, however, that if any specific criterion requirement that has been waived in this modified process will be different for the newly proposed program, you must include the details of this requirement in your folio submission. For example, the demonstration of positive impact on P-12 student learning growth (which is Standard 1/Indicator 1.3 of the Initial Approval Standards) could be a process that spans across all or several programs and therefore would not need to be addressed in this abbreviated folio submission. However, if this process varies or is different for the new program being submitted, you will need to include a description of this process in your modified folio submission.

Modified Initial Program Approval submissions will follow the same submission guidelines, requirements, review process and submission due dates as all other initial program approval folios.

Slide 3: Legal Authority: Educator Preparation Statute and Rule

The requirements for obtaining state approval of a teacher preparation program are set forth in Section 1004.04, 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 institutions the academic freedom to

innovate while holding each institution accountable for producing quality teachers that have a positive impact on P-12 student learning.

Slide 4: Standard 1

I will now walk you through each of the Initial Approval Standards, including the indicators and criteria required for the modified folio. 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 programs to provide information regarding how they 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.

For folios submitted under the Modified Initial Program Approval process, you only need to submit indicator 1.2 and its correlating criteria, provided that the program being submitted for review will follow the same processes as all other state-approved programs at the institution as noted in the institution's most recent IPEP for Indicators 1.1 and 1.3 of Standard 1.

Slide 5: 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 note that for Indicator 1.2 there are eight (8) criteria listed. For the folios submitted under the Modified Initial Program Approval process, only criteria one, two, four and five of indicator 1.2 should be addressed unless there are programmatic differences between the program(s) being submitted and processes described in currently approved programs as described in the annual IPEP.

Criterion # 1 - The first criterion for indicator 1.2, as you can see on page 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 coursework AND in clinical field experiences. The Uniform Core Curricula is defined in statute and Rule 6A-5.066 and includes the following:

- Florida Educator Accomplished Practices (FEAPs)
- The Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.002, F.A.C.
NOTE: You must assess the overall subject area competency and address each of the subject area competency's correlating indicators
- State-adopted content standards or the Florida Standards
- Scientifically-researched reading instruction
- Content literacy and mathematical practices
- Strategies appropriate for instruction of English language learners
- Strategies appropriate for instruction of students with disabilities, and
- School safety

Please note that if the program includes a Reading Endorsement, the scientifically-researched reading instruction may be addressed in the Reading Endorsement Competency matrix. Likewise, if the program will include an English for Speakers of Other Languages or ESOL Endorsement, the strategies appropriate for instruction of English Language Learners may be addressed in the ESOL matrix. I will further explain these matrices next under criterion 2 for indicator 1.2.

Slide 6: Indicator 1.2 continued

Criterion # 2 – Criterion 2 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 the culminating field experience for the competencies and skills associated with each component of the Uniform Core Curricula. A separate matrix will be required for the FEAPs, Reading Competencies, ESOL Standards/Indicators (if the ESOL Endorsement is a part of the program) and the Subject Area Competencies and Skills. Please provide sufficient details of the critical tasks, assignments and assessments to show clear alignment with the competencies and skills. Your matrices must include:

- Prefix/number/title for each course in which the Uniform Core Curricula is taught and assessed
- Performance measure or indicator that is being assessed
- Title and description of the critical task or assessment
- Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet

Department templates for these matrices will be discussed later in the presentation.

Criterion # 4 – For criterion 4 of indicator 1.2, you will provide a copy (or a web link) of the state-approved performance evaluation system(s), including the instrument(s) that will be used for the final summative evaluation of program candidates in their culminating student teaching experience. Please note that the performance evaluation system should be the same one that is used by the partner school district(s). In order to effectively perform the requirement of this indicator, it is imperative that you establish a partnership with a school district and become proficient in using its instructional personnel evaluation system. This criterion may require you to submit multiple summative evaluation documents if you have multiple partnering school districts that have different evaluation models in place.

Criterion #5– Criterion 5 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 UCC. You may want to include in the step-by-step description of your plan any data, faculty/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.

Slide 7: Matrices

To assist you with the matrices requirement for indicator 1.2, sample matrices and templates for the Florida Educator Accomplished Practices (FEAPs), Competencies and Skills for Teacher Certification, usually referred to as the Subject Area Competencies and Skills, the Reading Endorsement Competencies (REC) and the English for Speakers of Other Languages (ESOL) Competencies are available on the Department's website at: <http://fldoe.org/teaching/preparation/additional-resources.stml>. For the Subject Area Competencies and Skills matrix, we strongly encourage each program to utilize the Curriculum Mapping Tool offered by the Bureau of Postsecondary Assessment. You can access this tool on the web at http://www.fl.nesinc.com/FL_MappingTheTestCompetenciesSkillsToTheCurriculum.asp.

An ESOL matrix is required for programs with an ESOL endorsement component. Programs that are required to have the ESOL Endorsement:

1. Elementary Education (grades K-6)
2. Exceptional Student Education (grades K-12)
3. Prekindergarten-Primary Education (age 3-grade 3)
4. English (grades 6-12)
5. Middle Grades English (grades 5-9)

Some programs are only required to include an ESOL Survey course. These programs include K-12 certification subject areas and secondary and middle grades programs not previously mentioned. For these courses, a separate ESOL matrix is not required, but you must indicate within your folio the prefix, number, name of course and credit hours earned for the ESOL Survey course. This course must be a college or university level 3-semester hour for credit overview or survey course which addresses at an awareness level the five areas of ESOL specified in Rule 6A-4.02451, F.A.C.

And finally, each program will 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 folio submission.

Slide 8: Standard 2

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 2 indicators – both also shown on page 4. You will not be required to submit Standard 2 or any of its indicators for folios submitted under the Modified Initial Program Approval process unless a criterion under Standard 2 varies or is different for the modified program than from the other state-approved programs at the institution.

Slide 9: Standard 3

Standard 3 for Initial Program Approval is on page 5 of the standards document. Standard 3 requires programs to have a plan for continuous program improvement based on analyses of the data and evidence collected on its candidates and completers. Standard 3 has two (2) indicators. The central focus of all folios, whether or not they are modified, should be on Standard 3.

Slide 10: 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 2 criteria.

Criterion # 1 –The first criterion under indicator 3.1 asks that the program describe 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 (either in this Modified Initial Program Approval submission or in your IPEP for other state-approved programs) for collecting the specified data. The review of data should include at least:

- Impact of P-12 student learning for all program completers employed in Florida public schools which relates to standard 1.3
- Program completers' performance as evidenced by the Annual Program Performance Report Card relating to standard 1.3
- Assistance provided to any program completer(s) as a result of the 2-year guarantee which relates to standard 1.2
- Impact of P-12 student learning for all program candidates during field experiences also from standard 1.3
- Program candidates' culminating field experience 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
- Program candidate data admitted under the 10% waiver from standard 1.1, 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 three bullets address “completers,” while the last five 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.

Criterion # 2 of 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 analyze 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: Who are the participants? What are the steps in the process? When does this process take place? How are the areas of need determined for consideration for program improvement? Where does this process take place?

Slide 11: 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 of indicator 3.2 asks that 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, you describe 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 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 graduates, school district personnel, classroom teachers, principals, community agencies and business representatives.

Slide 12: Folio Submissions for Modified Initial Approval Programs

Now that I have discussed what should be included in your folio submissions under the Modified Initial Program Approval process, let’s take a look at the submission process, procedures and instructions.

Slide 13: STEP ONE

In Step 1 of the folio submission process, institutions interested in seeking state-approval of a teacher preparation program will submit to the Office of Educator Preparation, the Request to Submit Form. This form is located on the Department’s website at <http://www.fldoe.org/teaching/preparation>. Institutions should submit this form for each program it plans to seek initial approval. This form must be completed and submitted one

month prior to the folio submission date. During this first year of accepting program folios, we will allow institutions to submit folios on an ongoing basis. The Request to Submit form will still need to be submitted one month prior to the submission of the folio. After this first year, we will move to a quarterly submission process. The quarterly folio submission due dates will be: January 15, April 15, July 15 and October 15 of each year.

The Request to Submit Form requires the signature of the Institution's President or whoever has the legal authority to sign for the President acknowledging that submission of the program folio meets the criteria on this form, as well as identifying the Certification Ombudsperson and the entity that will be responsible for this program. Examples of entities that may be responsible for a program are the College of Education or the School of Arts & Sciences within an institution. The Request to Submit Form and any required documents in support of this form can be submitted via email to: EdPrepFolio@fldoe.org. An incomplete Request to Submit Form will be returned to the institution for completion prior to processing. If you need technical assistance with the completion and/or submission of this form, please feel free to contact me Tonya Jones. My contact information is provided later in this presentation.

Slide 14: STEP TWO

In step 2 of the folio submission process, the completed folio will be submitted to the Office of Educator Preparation. Our office is working with developers for you to be able to submit your program folios via the ePEP system in the future. Once this process is complete and implemented, you will be informed and a technical assistance webinar will be provided. However, at this time, you will need to submit your program folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing all required documents of the folio to:

Florida Department of Education
Office of Educator Preparation
325 West Gaines Street, Suite 126
Tallahassee, FL 32399-0400

The order of the submitted folio should chronologically follow the designated order of the standards and indicators on the Initial Program Approval Standards document. The program should address each standard and the correlating indicators and criteria in narrative form, as well as provide any applicable supporting documents such as charts, graphs, or matrices.

Slide 15: FOLIO REVIEW

Per State Board Rule 6A-5.066, the Department will conduct a review of each folio within 90 days of submission. Additionally, the Department shall notify the institution or private provider in writing of the:

1. Receipt of the electronic folio and
2. Any missing or deficient elements of the folio.

If a folio does have missing or deficient elements, institutions will have a period of 60 business-days after being notified to submit supplemental information or documentation to address the deficits.

Once the program folio has been submitted, received and found to be complete, the folio will be reviewed based on the requirements of each standard.

Slide 16: Ratings

During the review process, ratings will be assigned for each standard's indicators as either "acceptable or unacceptable." The Scoring Guide that will be used to determine these ratings and its descriptors is located on page 6 of the Initial Program Approval Standards document.

The overall approval rating of the program standards is a summation of its indicators. There are two possible overall approval ratings a program may receive after the folio review process: Fully Approved or Denied. Notification of approval or denial of approval for each program folio submitted will be sent to the institution or private provider in the form of a report.

If a program folio receives a rating of denial of approval, the report will identify the reasons for the denial and any deficiencies and/or weaknesses found. If a folio yields an overall rating of denial of approval, the program unit may resubmit the modified folio at a later date. The entire modified folio including ALL standards and indicators - even those standards and indicators deemed "acceptable" in the previous review - must be resubmitted.

Once a modified folio receives an overall rating of "fully approved," the effective date of a program's approval is July 1 of the year in which the folio is approved. A program's ending or expiration date is June 30 of the final year in the 5-year cycle. At the end of the 5-year cycle, programs will go through the continued approval process. Note – for institutions that already have at least one state-approved program, the new fully approved program will have the same continued approval period as all other programs within the institution.

Slide 17: Helpful hints and reminders

1. In all planning and assembly stages of your program folio, it is important to obtain the input of all faculty and/or staff to ensure that the folio contains and addresses all required standards and elements and is representative of the program.
2. Review Section 1004.04 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. Make sure that the chronological order of your program folio corresponds with the order of the Initial Program Approval Standards document, Form ITP IAS-2015.

7. Explain the information required for each standard and indicator clearly with adequate detail.
8. Consolidate information in charts, tables, and matrices whenever possible.
9. Be concise and succinct but sufficiently detailed to provide evidence that the standard and indicator are addressed so that a rating of “acceptable” is achieved.
10. 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 18: Audience Participation

At this time, I would like to address your questions, comments, or concerns.

Slide 19:

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 20: Contact Information for Educator Preparation Staff

On behalf of Educator Preparation, we appreciate your participation in the Modified Initial Program Approval Training. As always, if you have any questions or concerns, please contact the Office of Educator Preparation. We look forward to working with you.