Annual Program Evaluation Plan Reporting Training for Educator Preparation Institutes

Office of Educator Preparation

March 2015

Section 1004.85, F.S., "Continued approval of each program …shall be determined …based upon a periodic review of the following areas

- Evidence that each program candidate has met the educator certification requirements;

- Pass rates of participants on all examinations required for teacher certification;

- Evidence that the program capacity to implement a competency-based program regarding the Uniform Core Curricula;

- Evidence of performance using the six performance metrics;

- Evidence of an educational plan for each participant to meet certification requirements and demonstrate the ability to teach the subject area for which the participant is seeking certification;

- Results from employer satisfaction surveys; and

- Field experiences appropriate to the certification subject area with a diverse population of students in a variety of settings under the supervision of qualified educators.

Annual Program Evaluation Plan

- Describes and explains
    - review and analysis of program candidate and completer data, and
    - how the results have or will impact continuous program improvements as part of its continued approval process.
- Provides data on candidates and/or completers for the previous academic year
    - Summer term, Fall term and Spring term (essentially the middle of May through the middle of May the following year)

Annual Program Evaluation Plan

- Dynamic, current and comprehensive evidence of the strength and growth of program achievement and improvement

  - Captures and examines data over time to identify trends

  - Uses data for continuous program improvement

  - Analyzes data to inform and reflect on changes to the program

- Report changes to any standard and/or indicator of the continued approval standards.

- Changes include but are not limited to those revised by statute or rule, competencies and skills, educator standards, or any other programmatic changes.
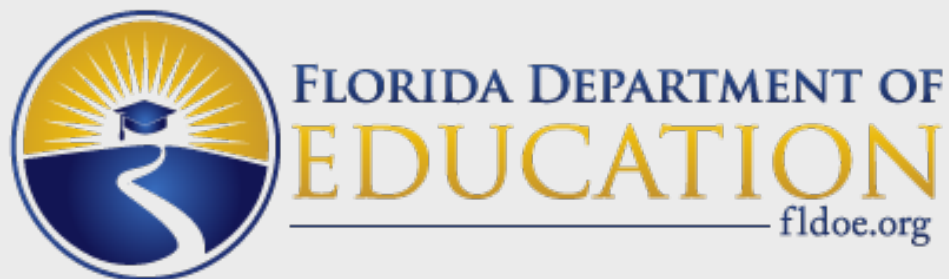
EDUCATOR PREPARATION INSTITUTE (EPI) PROGRAMS (Form EPI CAS-2015)

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

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

Indicator 1.1: Each program consistently applies requirements …to ensure candidates meet Florida certification requirements as a condition for admission.

1. The program **describes any changes** that were implemented to admission policies, processes, methods and procedures used to determine candidates have met the state-mandated requirements outlined in s. 1004.85(3)(b), F.S., prior to admission, ensuring candidates have obtained a statement of status of eligibility that indicates his or her eligibility for the certification subject area in which coursework and field experiences have been based.

What changes occurred, such as the policy or process of reviewing and admitting candidates, the verification of qualifications, and other steps that ensure admissions compliance.

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Indicator 1.1: Each program consistently applies requirements …to ensure candidates meet Florida certification requirements as a condition for admission.

2. The program describes any changes it has made to the process for the annual collection, monitoring and reporting of data on candidates admitted to the program.

Has the process changed in what is being done? Have changes occurred in how students are tracked for admissions?

Standard 1. Program Candidate and Completer Quality: The program ensures that candidates and completers are prepared to instruct prekindergarten through grade12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies requirements ...to ensure candidates meet Florida certification requirements as a condition for admission.

3. The program describes any changes it has made to the educational plan used with each candidate admitted to the program…

What changes occurred in developing and implementing the educational plan? Why were those changes made and what results are expected?

Standard 1. Program Candidate and Completer Quality: The program ensures that candidates and completers are prepared to instruct prekindergarten through grade12 (p-12) students to meet high standards for academic achievement.

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

1. The program describes any changes that were implemented for collecting and analyzing candidate performance data at the individual and program level to ensure each candidate's mastery of the Uniform Core Curricula (UCC) and successfully passing each subsection of the Florida Teacher Certification Examination (FTCE).

What changes in the program have occurred to document, collect, analyze, performance data ensuring candidates' mastery of the UCC and passing the FTCE? Describe and upload documents, if changes occurred, that support and provide evidence of compliance, such as matrices or tables for changes in assignments, assessment instruments, course(s) and final internship.

Uniform Core Curricula for EPIs

FEAPS	Florida Standards	Reading Instruction
Content Literacy and Mathematical Practices	ELL Instructional Strategies	SWD Instructional Strategies
	School Safety	

FTCE Information:
http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/ **or** http://www.fl.nesinc.com/index.asp
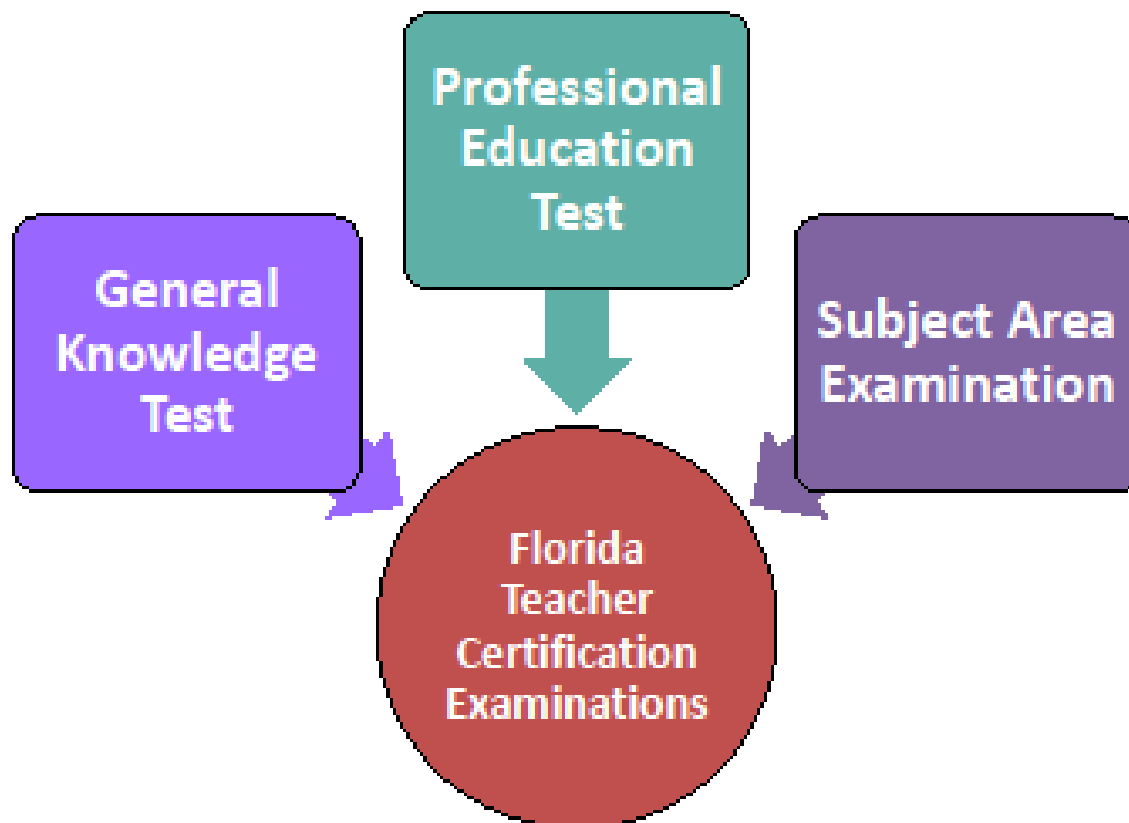
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Standard 1. Program Candidate and Completer Quality: The program ensures that candidates and completers are prepared to instruct prekindergarten through grade12 (p-12) students to meet high standards for academic achievement.

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

Describe the assistance provided to and status of candidates who
- did not demonstrate mastery of competencies for each component of the UCC, and/or
- were not successful in passing any subtest of the FTCE.

Consider what changes occurred to improve the performance and success of candidates who were unsuccessful at either the UCC competencies or the FTCE?

Standard 1. Program Candidate and Completer Quality: The program ensures that candidates and completers are prepared to instruct prekindergarten through grade12 (p-12) students to meet high standards for academic achievement.

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

1. The program describes any changes that were implemented:
   - Evaluation method(s) utilized by program candidates to demonstrate positive impact on p-12 student learning; and
   - How data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field experiences.

Standard 1. Program Candidate and Completer Quality: The program ensures that candidates and completers are prepared to instruct prekindergarten through grade12 (p-12) students to meet high standards for academic achievement.

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

2. The program describes any changes that were implemented:
    - P-12 student learning growth data gathered for each program completer within the first year of teaching after program completion; and
    - How data results were collected, evaluated and analyzed in determining program completer impact on p-12 student learning growth while employed in a Florida public school.

Describe any changes that were implemented, including as a result of completer performance as shown by the APPR on the performance metrics for Performance of students on statewide assessments using results of student learning growth and student performance by subgroups data.

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

Indicator 2.1: Postsecondary and school district personnel meet the state-mandated requirements for supervision…

The program describes any changes that were implemented for confirming, collecting and monitoring the qualifications of postsecondary program faculty or private providers who instruct or supervise field experiences in which a candidate demonstrates his or her impact on p-12 student learning growth …

Document any changes in process or means of determining and ensuring supervisors of candidates in field experiences meet state requirements. Upload supporting evidence.

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

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

The program describes (if appropriate):

1. Changes to the selection and monitoring process for determining field and clinical settings with a diverse population of prekindergarten through grade 12 (p-12) students in a variety of settings in which the candidate demonstrates his or her ability to teach the subject area(s) for which she or he is seeking certification.

2. Summary of specific settings for field and clinical practices for the reporting year.

3. Changes to how program candidates receive feedback on their progress through field clinical experiences.

4. Remediation that was provided to program candidates who were unsuccessful in field and clinical experiences.

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

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

1. The program provides aggregated data in the reporting year on program candidates and completers including, but not limited to:

- Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3).

- Program completers' performance as evidenced by the Annual Program Performance Report Card (APPR) (Standard 1.3).

- Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).

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

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

1. The program provides aggregated data in the reporting year on program candidates and completers including, but not limited to:

- Program candidates' culminating field 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).

- Other program candidate or program completer outcome data results considered by the program.

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

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

2. The program describes for the reporting year how it analyzed the aggregated program candidate and program completer outcome data, and determined areas of need or weaknesses for consideration for program improvement.

What are the protocols for examining candidate and completer performance and impact? How is this information used by faculty, administrators and others in making improvements?

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

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

The program describes for the reporting year:
1. Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement.
2. Stakeholders (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning.
3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.

Contact Information For Educator Preparation

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AUDIENCE PARTICIPATION

QUESTIONS

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