Annual Program Evaluation Plan Training

Slide 1

Welcome to the training webinar for reporting of the Annual Program Evaluation Plan. Thank you for making time in your schedule to attend this technical assistance session. My name is Kay Caster, Educational Policy Consultant with the Office of Educator Preparation.

As a reference during this presentation, I recommend that you have in front of you a copy of the following documents: Sections 1004.04 and 1004.85 of the Florida Statutes, State Board of Education Rule 6A-5.066, and the Educator Preparation Institute Continued Program Approval Standards (Form EPI CAS-2015). These documents are posted on the Office of Educator Preparation website by selecting the heading "Rule Revisions for Educator Preparation".

During this technical assistance, I will introduce you to the new continued approval standards and processes for state-approved Educator Preparation Institute programs, or also referred to as EPI programs. The training will focus on the reporting of your Annual Program Evaluation Plan or as often called the APEP report.

Please note that this training will not cover the use of the eIPEP system or how to make entries or submissions using the eIPEP system. That technical assistance will be offered in a separate webinar training. Further, please do not begin entering information into the eIPEP system at this time as the system is currently undergoing enhancements. We will notify you in advance of the scheduled training for the eIPEP system and when the system is ready for your entries to report your APEP for the 2013-2014 academic year.

At the end of this presentation, we will open the phone lines so that you can pose questions or comments for our response.

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All state-approved EPI programs must address current requirements that are stipulated by section 1004.85, Florida Statutes, which was revised in July 2013 by the Florida Legislature and Rule 6A-5.066, Florida Administrative Code, adopted on January 14, 2015, by the State Board of Education. Starting with section 1004.85, Florida Statutes, "each institute… shall submit… annual performance evaluations that measure the effectiveness of the programs… These evaluations shall be used…for purposes of continued approval of an educator preparation institute's certification program." including:

- Evidence that each program candidate has met the educator certification requirements by obtaining a statement of status of eligibility in the certification subject area for which certification is sought;

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

- Evidence of the program's 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, which should be based on an assessment of his or her competency;

- 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.

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Rule 6A-5.066 provides the focus of each Annual Program Evaluation Plan.

First, programs will describe and explain the review and analysis of the program's candidate and completer data. Each APEP report must be submitted by November 15 of each year and must provide data on the candidates and completers from the previous academic year. So, in November 2015, you will report on your 2013-2014 candidates and completers. In Florida, the academic year for institutions of higher education is

defined as Summer term, Fall term and Spring term. Essentially, this is the middle of May through the following middle of May.

Second, programs will report how the results have or will have an impact on continuous program improvements. This is the heart of Standard 3 for all programs, and Standard 3 must be reported in each annual submission.

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Preparing the APEP report takes time, research, documentation, and introspection. It is wise not to wait until the deadline for creating the APEP submission. We recommend that you prepare and save the APEP report on your computer using a word processing document and/or spreadsheet program. This saves time and effort for you and safeguards you from losing information in the eIPEP system in the event of a technical error. Also, by having the report saved first on your computer, it provides a backup document. Once the APEP report is complete, you can then copy and paste responses on to the pertinent areas of the eIPEP system.

As you prepare your APEP report, please keep the purpose and focus in mind. Remember that this report will historically document the progress and improvements of the program. All APEP submissions will be reviewed by the off-site review team during the final year of the 5 year continued approval cycle. The report should be complete, concise, accurate, descriptive and outcome-based. Your program's APEP report is a dynamic, current and comprehensive summary of the strength and growth of the program's achievement and improvement. The data collected by both individual programs and by the state are for the benefit of program improvement and to provide direction for policy-making, not only at the program or institution level but also at the state and federal levels. The process is a means to look at long-term data and outcome trends for making informed decisions. The act of collecting, aggregating, analyzing and disseminating data and information is not only essential to continuously improving the program's progress, but is also key to keeping stakeholders and the general public knowledgeable of the program's progress.

The APEP provides programs with an opportunity to reflect changes that have been made to the program as part of the continuous improvement process. For changes that have been implemented, you should reference data or other evidence that support these changes.

If this is your first submission of an APEP report, then carefully review your approved folio submission.

1. Review the feedback from the initial approval report. Your APEP submission should reflect and report on any changes that occurred due to recommendations or weaknesses that were noted.
2. Describe any changes that have occurred during the year to implement the program that was approved.
3. If there was any other feedback provided from the folio review, such as feedback to a matrix, the APEP report should address the feedback and indicate how it has been incorporated into the program.

If this is not your first submission of an APEP report, then carefully review your submission from the previous year, as well as your matrices, curriculum maps, assignments, rubrics, assessment tools, templates, etc. and describe changes that have occurred and been implemented during the year or are planned for implementation in the upcoming year. Changes may include but are not limited to course sequencing, assessment feedback and support processes, field experience placements, or memoranda of agreements with school districts. Programs should provide a complete description of continuous program improvements in relation to Standard Three.

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As part of Rule 6A-5.066, the State Board of Education adopted standards that guide programs to acceptable annual reporting as part of continued program approval. This slide displays the link to these Continued Approval Standards for Educator Preparation Programs, referred to in rule as Form EPI CAS-2015. These standards are to help the department, the EPI programs, reviewers and the public understand what data and evidence are necessary for acceptable compliance. The review team uses the rubric found at the end of this document in evaluating and scoring each program during the site visit review.

At this time, please access the Continued Approval Standards document for Educator Preparation Institutes, Form EPI CAS-2015. I will cover each of the three standards, and each of the associated indicators and criteria.

Let's start with the first page of this document. You will see at the top that Standard One is identified, focusing on the quality of the candidates and completers in being prepared to instruct prekindergarten through grade 12 students to meet high academic standards. Below the Standard One descriptor, you will find Indicator 1.1, which more deeply centers on the program's assurance that candidates meet Florida certification requirements as a condition for admission.

On this first page, you will see three columns with the headings:

- The first column to the left is labeled Annual Program Evaluation Plan (APEP)
- The second, or middle column, is labeled Continued Approval Program Summary Report, and
- The third column to the right is labeled Continued Approval Site Visit

Beneath these three headings are instructions or criteria by which the EPI program will document how it ensures compliance with the particular standard and indicator. For today's discussion, you will want to focus on the criteria described beneath the **Annual Program Evaluation Plan (APEP)** heading. Just prior to the time a site-visit occurs, the EPI program will submit a **Continued Approval Program Summary Report**, meeting criteria and guidance that is identified within this second column. The third column is labeled **Continued Approval Site Visit**, and describes what evidence is sought and how that evidence is evaluated during the site visit review.

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So, starting with the criteria beneath the **Annual Program Evaluation Plan (APEP)** heading, above the first column to the left on page one, you will see Indicator 1.1. and then the criterion 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 … 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.

Note that many of the indicators instruct that the program "<u>describes any changes</u>." You do not need to repeat a policy or procedure that is already implemented and has been documented previously—either by the folio submission or a previous APEP report. For instance, you could indicate that no changes have been made to the policies for meeting admission requirements as outlined in section. 1004.85. However, if the program has made a change, such as the process for ensuring that candidates have obtained a statement of status of eligibility, then the APEP report must describe what changes were made, when, and support why this change was made.

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Moving on to the next criterion, 1.1.2, describe changes, if any that have taken place to the process for data collection, monitoring and reporting of candidates who were admitted to the program. Consider and respond to questions such as, has the process changed in what is being done for tracking students in meeting admissions requirements? If yes, describe what occurred and the reasons for that change. You may also consider what outcomes are anticipated.

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For Indicator 1.1, criterion 3, describe any changes made to the education plan used with each candidate admitted to the program. Section 1004.85 requires that the EPI implements an educational plan for each participant to meet certification requirements and demonstrate his or her ability to teach the subject area for which the participant is seeking certification, which is based on an assessment of his or her competency." Consider what changes occurred with developing or implementing an educational plan for each candidate. Explain why there are changes and what is expected from implementing those changes.

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Still in Standard 1 regarding Program Candidate and Completer Quality, I will now move on to Indicator 1.2 regarding evidence that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field. The first criterion addresses the processes, supports, assessments, and other compliance measures used for collecting and analyzing candidate performance data, at the individual and program level, to ensure each candidate's mastery of the Uniform Core Curricula, as well as successfully passing each subsection of the Florida Teacher Certification Examination.

For the APEP 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.

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Let me take a moment to quickly review the Uniform Core Curricula, or referred to as the UCC, as provided by statute and defined in rule. The UCC for EPI programs include:

1. The Florida Educator Accomplished Practices, also known as the FEAPs.
2. State content standards, known as the Florida Standards.
3. Scientifically researched reading instruction, meaning that candidates must accomplish Reading Endorsement Competency Two.
4. Content literacy and mathematical practices.
5. Strategies in instruction of English language learners in the English language for mastery of the four language skills of listening, speaking, reading and writing.
6. Strategies appropriate for the instruction of students with disabilities for differentiating, accommodating, and modifying assessments, instruction, and materials.
7. School safety in creating secure environments in which effective teaching and learning can take place.

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Per statute, EPI candidates must pass all components of the FTCE for certification. The FTCE consists of three separate exams: the General Knowledge Test, the Professional Education Test and the Subject Area Examination (for each certification area). For questions regarding the FTCE, please access the websites listed on this slide.

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All programs must report any changes to policy and/or procedures regarding the assistance provided to candidates who did not successfully demonstrate mastery of each component of the UCC **_and/or_** did not pass any section of the FTCE. All programs must report in the annual APEP submission what assistance was provided and the status of these candidates.

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We are still focusing on Standard 1, Program Candidate and Completer Quality, but we now move onto Indicator 1.3., Criterion 1, which pertains to candidates. EPI programs are to report and document any changes in how candidates and completers demonstrate a positive impact on p-12 student learning growth during field experiences, as measured by student performance data. This could be from a variety of methods that programs determine and often in collaboration with the school district and/or school, such as results from pre-tests and post-tests, and other assessments. Be sure to document any changes in how data results were collected, evaluated and analyzed in the process for determining program candidate's impact on student learning.

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Indicator 1.3., Criterion 2, pertains to program completers. An EPI program must describe any changes that occurred or will occur regarding the data it collects as evidence of student learning growth for each completer within the first year of teaching after completion of the EPI program.

Looking at Indicator 1.3. Criterion 2, your APEP report will need to describe any changes as to _how_ data results, including results from statewide assessments, were gathered, collected, evaluated and analyzed for determining each program completer's impact on student learning.

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We will now look at Standard 2, Indicator 2.1, which evaluates the quality of field and clinical experiences and the quality of the feedback and support that is offered. Each program must ensure that personnel who are responsible for the supervision of candidates during field and clinical experiences meet statutory requirements for supervision qualifications.

Individuals of postsecondary EPI programs who instruct or supervise field experiences in which candidates demonstrate impact on prekindergarten through grade 12 student learning growth must have:

- 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) that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a p-12 educator or providing p-12 instruction directly to p-12 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:

- 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.

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

1. Changes, if any to the selection and monitoring process for determining field and clinical settings with a diverse population of prekindergarten through grade 12 students and in a variety of settings. Be sure to review current agreements with the school district and then upload changed or new agreements, if there are any.
2. Summary of settings for field and clinical practices for the reporting year.
3. Changes, if any to how program candidates receive feedback or support on their progress through field and clinical experiences.
4. Remediation for program candidates who were unsuccessful in field and clinical experiences.

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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 the Form EPI CAS-2015 references the standard and indicator to which data processes are reported or evidence is provided. Programs are to 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 (relating to Standard 1.3)

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

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Continuing on with the rest of the reporting requirements described in Indicator 3.1., criterion 1, aggregated data are also to be reported for the following:

- Program candidates' performance evaluations during the culminating field experiences 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 completer outcome data results that the program considered and examined.

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Moving on to 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 student impact and how faculty, administrators and others use data analysis for improvements.

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Finally, we've arrived at Standard 3, Indicator 3.2 that emphasizes using results of data collection to enhance program elements and capacity for impacting student learning as it leads to supporting continuous improvement. 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 EPI 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 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.

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This slide shows the contact information for the professionals in our office who are determined to help you succeed through this process. Please contact us should you have any questions or concerns.

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Now I would like to provide you with an opportunity to ask questions.

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Thank you for your careful attention, thoughtful participation, and collaborative effort to meet the needs of preparing completers to become effective and highly effective educators.