



Institutional Program Evaluation Plan Training

Office of Educator Preparation

March 2015



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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Section 1004.04, Florida Statutes, Each...state-approved teacher preparation program must annually report ...

A list of candidates who are:

- admitted to
 - including the status of candidates who were admitted under the 10 percent waiver provision,
- who are enrolled in, or
- who complete a teacher preparation program.

Section 1004.04, Florida Statutes, Each...state-approved teacher preparation program must annually report ...

- Evidence that each program candidate met the admission requirements
- Evidence that the program and each program completer have met the requirements regarding Uniform Core Curricula and Candidate Assessment
- Evidence of performance, using the six performance metrics
- Additional evidence necessary to document requirements for continued approval

**Section 1004.04, Florida Statutes,
Each program must prepare and submit to the
Department of Education an institutional program
evaluation plan, describing**

- How the institution addresses continuous program improvement
- Provisions for involving primary stakeholders...in the evaluation process
- Annual progress data reported by the state (accessed within eIPEP)
- May include other information, and data, chosen by the institution or program



INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)

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

Institutional Program Evaluation Plan

- Describes and explains
 - its review and analysis of 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)

Institutional 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

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 admission requirements...

1. The program describes any changes that were implemented to admission policies, processes, methods and procedures used to admit candidates in meeting the state-mandated admission requirements...

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

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 admission requirements...

2. The program annually reports data and describes the following on candidates admitted under the 10% waiver provision:
- Assistance provided to and progress made by candidates for demonstrating the competencies required for certification; and
 - Current status of each candidate admitted under the 10% waiver provision.

Identify candidates admitted under the 10% waiver provision and assistance/support provided. What is being done and how are students tracked for achieving the admissions requirements?

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 1.2: 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 and 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 clinical internship.

The Uniform Core Curricula are...

- Educator Accomplished Practices (FEAPs)
- Competencies and Skills for Teacher Certification (Rule 6A-4.0021)
- State adopted content standards (Florida Standards)
- Scientifically researched reading instruction
- Content literacy and mathematics practices
- Instruction of English language learners
- Instruction of students with disabilities
- School safety by creating secure climate for prekindergarten through grade 12 students

UCC continued: Scientifically Researched Reading Instruction, appropriate to:

Reading Endorsement Competencies 1-4 In Certification Programs Of:

- PK-Primary (Age 3-Grade 3)
- Elementary (K-6)
- Reading (K-12)
- Exceptional Student Education (K-12)

Reading Endorsement Competencies 1-2 In Certification Programs of:

- Middle Grades (5-9)
- Secondary (6-12)
- Elementary and Secondary Coverage (K-12)

UCC continued: Scientifically Researched Instruction for **English Language Learners, appropriate to:**

ITP Candidates must complete the requirements for teaching limited English proficient students, specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages (ESOL), in Certification Programs of:

- Prekindergarten-Primary (Age 3-Grade 3)
- Elementary (K-6)
- Exceptional Student Education (K-12)
- English (6-12)
- Middle Grades English (5-9)

For ITP Candidates NOT in the Above Listed Certification Programs:

- Complete a 3-credit hour ESOL Overview or Survey Course

Florida Teacher Certification Examinations (FTCE)

- Three Sections
 - General Knowledge Test
 - Professional Education Test
 - Subject Area Examination
- For more information go to,
<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/>, or
- <http://www.fl.nesinc.com/index.asp>

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.

2. And 3. Describe the assistance provided to and status of candidates who
- did not demonstrate mastery of competencies for each component of the UCC
 - were not successful in passing any subtest of the FTCE.

What did you do 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 grade 12 (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.

4. Report the following information on any program completer who is employed in a Florida public school during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first, and the district or charter school requests additional training for the educator.
- Number of program completers reported under the 2-year guarantee;
 - School district or charter school where assistance was requested;
 - Description of the assistance provided by the program;
 - Description of the outcomes of the assistance provided.

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. Describe 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 and clinical 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. Describe 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.

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...

1. The program describes any changes that were implemented for confirming, collecting and monitoring the qualifications of postsecondary program faculty and school district personnel to ensure that they meet state requirements...
2. Documentation shall include updated:
 - Agreements between the program or institution and the school district, including school district personnel's qualifications
 - Faculty qualifications for supervision.

Document any changes in process or means of determining and ensuring faculty and district personnel 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.

1. Changes to the selection and monitoring process for determining field and clinical settings relevant to the program's objectives, including a variety of sites that represent the full spectrum of school communities in multiple contexts.
2. Description 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 and 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. Provide aggregated data in the reporting year on program candidates and program 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).
 - Assistance provided to any program completer(s) as a result of the 2-year guarantee (Standard 1.2).
 - Impact of p-12 student learning for all program candidates during field and clinical 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. Provide aggregated data in the reporting year on program candidates and program completers including, but not limited to:
 - 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.

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

COMMENTS

QUESTIONS



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