

Institutional Program Evaluation Plan Training

Slide 1

Welcome to the Institutional Program Evaluation Plan Reporting training webinar. 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: Section 1004.04, Florida Statutes, State Board of Education Rule 6A-5.066, and the Continued Program Approval Standards (Form ITP CAS-2015). These documents are posted on the Educator Preparation website at:

<http://www.fldoe.org/teaching/preparation>.

During this technical assistance, I will introduce you to the new continued approval standards and processes with a focus on the reporting of your Institutional Program Evaluation Plan or IPEP, which is due on November 15th of each year.

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 under development. 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 IPEP 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.

Slide 2

Both Florida Statutes and Florida Administrative Rule describe the requirements of the annual plans to be submitted by state-approved programs. Please note that all state-approved programs must address all current requirements as stipulated by section 1004.04, 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 1004.04, Florida Statutes, “each ...state-approved teacher preparation program must annually report information regarding its approved programs...” including:

1. A list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; and
2. the status of each candidate admitted under the 10 percent admissions waiver. Please note that the 10 percent waiver is only applicable to ITP programs.

Slide 3

Section 1004.04, Florida Statutes, also states that each program must report:

- Evidence that each candidate has met the program's admission requirements;
- Evidence that the program and each program completer have met the requirements regarding the Uniform Core Curricula and Candidate Assessment;
- Evidence of performance using the six performance metrics; and
- Evidence necessary to document requirements for continued approval.

Slide 4

Section 1004.04, Florida Statutes states that each program must prepare and submit to the Department of Education an institutional program evaluation plan that documents:

- How the institution addresses continuous program improvement
- Provisions for involving primary stakeholders...in the evaluation process
- Annual progress data reported by the state, which can be accessed within e-IPEP.

Programs may include other information and data to document requirements for continued approval. Such additional information could include survey results and evaluations conducted by the program.

Slide 5

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 Initial Teacher Preparation Programs, referred to in rule as Form ITP CAS-2015. These standards are to help the department, the 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. Please note that as part of continued approval, programs are to also provide evidence that they continue to meet the standards for initial approval. Thus, you will also want to review the Initial Approval Standards for Initial Teacher Preparation Programs or Form ITP IAS-2015 and report criteria that are new, revised, or have changed for your program.

Slide 6

Rule 6A-5.066 provides the focus of each institutional program evaluation plan.

First, programs will describe and explain the review and analysis of the program's candidate and completer data. Each IPEP 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.

Slide 7

Preparing the IPEP takes time, research, documentation, and introspection. It is wise not to wait until the deadline submission for creating the IPEP. We recommend that you prepare and save the IPEP 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 IPEP report is complete, you can then copy and paste responses on to the pertinent areas of the eIPEP system.

As you prepare your IPEP report, please keep the purpose and focus in mind. Remember that this report will historically document the progress and improvements of the program. All IPEP submissions will be reviewed by the off-site review team during the final year of the continued approval cycle. The report should be complete, concise, accurate, descriptive and outcome-based. Your program's IPEP 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 informative data-based 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 informed of the program's progress.

The IPEP provides programs with an opportunity to update reporting on the standards 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 a program evaluation plan, then carefully review your approved folio submission.

1. Review the feedback from the initial approval report. Your IPEP 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 IPEP should address the feedback and indicate how it has been incorporated into the program.

If this is not your first submission of a program evaluation plan, 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. Note that in either case, 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.

Further if a program has received a grant that will require changes to the program, then be sure to describe any changes that were or will be implemented as a result of the grant.

Slide 8

At this time, please access the Continued Approval Standards document, Form ITP 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 the Form ITP CAS 2015 document. You will see at the top that Standard One is identified, focusing on the quality of the Candidates and Completers who were admitted, enrolled and completed the program. Below the Standard One descriptor, you will find Indicator 1.1, which more deeply centers on the quality of and compliance to admission requirements.

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

- Annual Institutional Program Evaluation Plan (IPEP)
- Continued Approval Program Summary Report, and
- Continued Approval Site Visit

Beneath these three headings are instructions or criteria by which the 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 Institutional Program Evaluation Plan (IPEP)** heading. At the time a site-visit is to occur, the 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.

So, starting with the criteria beneath the **Annual Institutional Program Evaluation Plan (IPEP)** heading on page one, you will see **Indicator 1.1.1: *The program describes any changes that were implemented to admission policies, processes, methods and procedures used to admit candidates...***

Note that many of the indicators instruct that the program “describes any changes.” 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 previous IPEP. For example, if the program does not provide a waiver to the admission requirements, and this policy has been documented previously in the approved folio or in a previous IPEP, then the non-waiver policy does not need to be repeated in the current IPEP report. You may instead indicate that the program continues to ensure that candidates meet the admission requirements as stipulated in section 1004.04, Florida Statutes, and that the admission policy has not changed. However, if the program has made a change, such as the program now allows for a waiver to the admission requirements, then the IPEP report must describe what policy changes were made, when, and support why this change was made.

In 1.1.1., a program is directed to fully describe any changes to the procedures or policies related to admission of candidates for meeting statutory requirements per section 1004.04, Florida Statutes, such as:

- Have a grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies or
- Have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale
- Pass the General Knowledge Test of the Florida Teacher Certification Examination or, for graduate level programs, candidates have obtained a baccalaureate degree from an accredited or approved institution.

Slide 9

I will continue to discuss Indicator 1.1 on admissions, but let's move on to the next criterion, 1.1.2. regarding admissions data and reporting.

For ITPs, statute provides for a 10% admissions waiver, meaning that an initial teacher preparation program may annually waive the admission requirements for up to 10% of the students that are admitted in the program for that academic year. Note that ITP programs may accept or decline to waive the admissions requirements for up to 10% of students who are admitted during that specific academic year. For any candidates that the program does admit under the 10% admission waiver, the program must report annually the following:

- Assistance provided to and progress made by candidates for demonstrating the competencies required for certification;
- Current status of each candidate admitted under the 10% waiver provision.

Some programs permit candidates under "conditional admittance." Please note that from the standpoint of state-approval, per statute, a "conditional admittance" is a waiver and must be documented and calculated as part of the 10% allowance.

Slide 10

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 to ensure each candidate's mastery of the Uniform Core Curricula, as well as successfully passing each subsection of the Florida Teacher Certification Examination. This indicator involves changes in collecting or analyzing data both at the individual level and at the program level.

For the IPEP 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. Please note that the Initial Approval Standards for this indicator require that programs use the district's evaluation system for the final summative evaluation of program candidates' culminating field experiences. Therefore, you will need to identify in the IPEP report the district evaluation system that the program is using. The program will utilize the research-based framework from the evaluation system based on the work of Marzano, Danielson or Copeland. A program may choose to use the state-model which is based on the Marzano framework. You should upload the specific observation form and any other forms that the program is using from the framework.

Slide 11

Let me take a minute to quickly review the Uniform Core Curriculum, provided by statute and defined in rule. The Uniform Core Curriculum for each program shall include:

1. The standards contained in the Florida Educator Accomplished Practices, also known as the FEAPs
2. The Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021
3. State content standards, known as the Florida Standards
4. Scientifically researched reading instruction appropriate to the candidate's teacher preparation program area
5. Content literacy and mathematical practices
6. Instruction of English language learners to develop the student's mastery of the four (4) language skills of listening, speaking, reading and writing
7. Strategies appropriate for the instruction of students with disabilities
8. School safety in creating secure environments in which effective teaching and learning can take place.

Slide 12

I will take a minute to break down the Uniform Core Curriculum requirements regarding reading instruction. Candidates must complete training in certain Reading Endorsement Competencies depending on their program type and certification area.

- ITP candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs must accomplish reading endorsement competencies one (1) through four (4).
- ITP candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs must accomplish reading endorsement competencies one (1) and two (2).

- ITP candidates in a program that include a Reading Endorsement must accomplish reading endorsement competencies one (1) through five (5), with competency five being the practicum.

Slide 13

Now I will break down the Uniform Core Curriculum requirements regarding instruction for English Language Learners. ITP candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs must complete the requirements for teaching limited English proficient students, specified in Rule 6A-4.0244, regarding Specialization Requirements for the Endorsement in English for Speakers of Other Languages.

For all other certification programs not already cited, ITP candidates must complete a 3-credit hour overview or survey course, which addresses at an awareness level the Performance Standards, Skills, and Competencies for the ESOL Endorsement.

Slide 14

I will also quickly review what is required by statute in regards to program completers and the Florida Teacher Certification Examinations (FTCE). Per section 1004.04, Florida Statutes, 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.

For the IPEP report, you are to describe any changes that have occurred in regards to policy, program design, and data analysis with FTCE data. An example would be, *“All candidates now must pass all sections of the FTCE prior to applying for the student internship or culminating experience”*. Include data or other evidence that document these changes.

Slide 15

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 Uniform Core Curriculum and/or did not pass any section of the FTCE. All programs must report in the annual submission, what assistance was provided and the status of these candidates.

Slide 16

According to Section 1004.04(4)(d), Florida Statutes, each teacher preparation program must guarantee the high quality of its program completers. Completers who earn an evaluation result of developing or unsatisfactory on the school district's evaluation system

- during the first 2 years immediately following completion of the program, or
- following initial certification, whichever occurs first,

must be provided additional training by the teacher preparation program if the training is requested by the employing public school or school district.

ITP programs will report in the IPEP any completers who received additional training as a result of the two-year guarantee stipulated by statute. The IPEP report must identify the number of these program completers, the public school or school district that requested the assistance, description of the assistance or training provided, and the outcomes from the training.

Slide 17

We are still focusing on Standard 1, Program Candidate and Completer Quality, but we now move onto Indicator 1.3.1 in which all program types must report and document that candidates and completers demonstrate a positive impact on p-12 student learning growth, 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.

For the IPEP report, describe changes, if any were implemented, in the method used to document candidates' demonstration of positive impact on p-12 student learning and if there were changes in how data results were collected, evaluated and analyzed.

Slide 18

A program must describe any changes that occurred or will occur regarding how it gathers data on student learning growth within the completer's first year of teaching and any changes in how these data results were collected, evaluated and analyzed in determining program completer impact on p-12 student learning growth.

Looking at criterion 1.3.2, your IPEP report needs to describe any changes to how the program gathered, collected, evaluated and analyzed each program completer's impact on student learning, including any results from statewide assessments.

Slide 19

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

Section 1004.04(5) spells out the required minimum qualifications for postsecondary supervisors or instructors and school district personnel. With Criteria 2.1.1 and 2.1.2, programs are to report any changes to the process of determining and ensuring that postsecondary and school district personnel meet the state-mandated requirements for supervision. Individuals in postsecondary teacher preparation programs who instruct or supervise pre-service field experience courses or internships in which a candidate demonstrates his or her 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) or internships 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.

Be sure to review current agreements between the program or institution and the school district and upload changed or new agreements, if there are any.

Slide 20

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

1. Changes, if any to the selection and monitoring process for determining field and clinical settings. Remember that settings are to include a variety of sites and represent the full spectrum of school communities in multiple contexts.
2. Specific settings for field and clinical practices for the reporting year.
3. Changes, if any 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.

If this is your first IPEP report, be sure that the descriptions indicate how the program selects settings so that candidates can fully practice and demonstrate their knowledge and skills of diverse student populations, in various school settings and grade levels and in the subject area that the candidate is preparing for certification. For successive IPEP reports, be sure that the field and clinical experience settings are current and meets the requirements for field and clinical settings. For example, a candidate in an Art program must participate in a variety of experiences in classrooms where art is being taught, in multiple grade levels (K-12), both elementary and secondary settings, and with diverse student populations and settings, such as a high-needs and/or an urban school.

Slide 21

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 Form ITP 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)
- 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 (relating to Standard 1.3).

Slide 22

Continuing on with the rest of the reporting requirements described in Indicator 3.1.1, aggregated data are also to be reported for the following:

- 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)
- And, other program candidate or program completer outcome data results that the program considered and examined.

Slide 23

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 p-12 student impact and how faculty, administrators and others use data analysis for improvements.

Slide 24

Finally, we've arrived at Standard 3, Indicator 3.2 that 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 25

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.

Slide 26

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

Slide 27

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.