



# TITLE II, HEA CONTEXTUAL DATA REPORTING

## 2015 Report: 2013-2014 Candidates & Completers

Office of Educator Preparation

March 2015



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

[www.FLDOE.org](http://www.FLDOE.org)



## LEGISLATIVE AUTHORITY

- **Higher Education Opportunity Act (HEA) – 2008**  
<http://www2.ed.gov/policy/highered/leg/hea08/index.html>
- **Section 1004.04(4)(e), Florida Statutes**



## TITLE II, HEA REPORTS

Previous reports are publicly available at  
<https://title2.ed.gov/Public/Home.aspx>.

## Legislative Authority

Institutions are required to submit Title II contextual data for the following preparation programs:

- Initial Teacher Preparation Programs (ITPs)
- Educator Preparation Institutes (EPIs)

**Note:** The following preparation programs are not reported/included in the Title II Report:

- 285 – Educational Leadership
- 304 – Guidance and Counseling
- 324 – Educational Media Specialist
- 330 – School Psychology
- 700 – Professional Training Option



# **TITLE II INFORMATION REPORTED BY FLDOE**

# Information Reported by FLDOE

## Section I

- ☐ **Section I.a** – Program Information
- ☐ **Section I.b** – Traditional Program Admission Requirements
- ☐ **Section I.c** – Alternative Program Admission Requirements
- ☐ **Section I.d** – Enrollment
  - Gender
  - Race/Ethnicity

- ☐ **Section I.e** – Supervised Clinical Experience
- ☐ **Section I.f** – Teachers Prepared by:
  - Area of Certification
  - Subject Area
  - Academic Major
- ☐ **Section I.g** – Program Completers
  - Teachers Certified/Licensed
  - Program Completers

# Information Reported by FLDOE

## Sections II - V

☐ **Section II – Assurances**

☐ **Section III – Certification Requirements**

- Professional Educator's Certificate
- Temporary Educator's Certificate

☐ **Section IV – Standards and Criteria**

☐ **Section V – Assessment Information**

- Traditional Assessment Pass Rates
- Traditional Summary Pass Rates
- Alternative, IHE-based Assessment Pass Rates
- Alternative, IHE-based Summary Pass Rates
- Alternative, Not IHE-based Assessment Pass Rates
- Alternative, Not IHE-based Summary Pass Rates

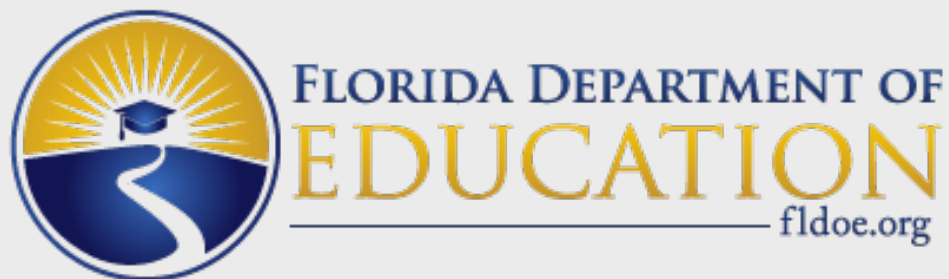
# Information Reported by FLDOE

## Sections VI-XI

- ☐ **Section VI – Alternative Routes**
  - Professional Development Certification Programs
  - Educator Preparation Institutes
- ☐ **Section VII – Program Performance**
- ☐ **Section VIII – Low Performing**

- ☐ **Section IX – HQT Shortages**
- ☐ **Section X – Technology**
- ☐ **Section XI – Improvement Efforts**





# **TITLE II INFORMATION REPORTED BY INSTITUTIONS OF HIGHER EDUCATION (IHEs)**

# Information Reported by IHE

- All Institutions will report their Title II Contextual Information via eIPEP.
- Access the eIPEP system by:
  1. Logging into **FLDOE Single Sign-On (SSO)** Portal Page at [www.fldoe.org/sso](http://www.fldoe.org/sso);
  2. Selecting the eIPEP link under the “**Teacher and Leader Development**” section; then
  3. Accessing the eIPEP system by selecting the “**Click here to access this site**” link
- Only eIPEP Coordinators and Institution Editors can enter Title II data.
- Certifying Officers have Read-Only access

# Information Reported by IHE

Once logged into eIPEP, change the reporting year to 2013-2014 and select the Title II tab



**eIPEP**

Site Resources | Logout

Home Manage Users Students Review Candidates/Completers Standards Details **Title II** Reports

2013 - 2014 Report 2013 - 2014 Report ▼

### Volunteer For Peer Reviews

Would you like to volunteer as a peer reviewer for the Office of Educator Preparation? Reviewers are needed periodically for initial folio submissions, IPEPs/APEPs/DPEPs, and site visit teams. If you would like to volunteer, please check this box. You may remove your volunteer designation at any time by unchecking the box.

☐ I would like to volunteer as a peer reviewer

### Dashboard

Your Role: Coordinator

Tasks	Status
1 <a href="#">Manage Users</a>	0 Editors, 0 Certifying Officers, 4 Institution Editors available
2 <a href="#">Review Candidates and Completers</a>	418 candidates, 76 completers
3 <a href="#">Submit Candidates and Completers to FDOE</a>	Not Submitted
4 <a href="#">Edit or Submit IPEP Standards Details</a>	0 of 24 complete
5 <a href="#">Edit or Submit Title II Details</a>	In Progress

### Mission Objective

# Information Reported by IHE

- Institutions with only Initial Teacher Preparation Programs (ITPs) should have an **ITP Form only** under the Title II tab.
- Institutions with only Educator Preparation Institute (EPI) should have an **EPI Form only** under the Title II tab.
- Institutions with both ITPs and EPIs should have both **ITP and EPI Forms** under the Title II tab.

# Information Reported by IHE

For ITP, select the ITP form

**Title II Questions**

---

Select a form: ITP Form ▼

ITP Form

For EPI select the EPI form

**Title II Questions**

---

Select a form: EPI Form ▼

EPI Form

# Information Reported by IHE

## Section 1

- **Contact Information for Education Dean or Director (Department Chair)**

## Section 2

- **Teacher Quality Enhancement (TQE) Partnership Grant**

## Section 3

- **Accreditation**

# Information Reported by IHE

## Contact Information for Education Dean or Director (Department Chair) Section

Contact Information for Education Dean or Director (Department Chair)	
Salutation (required)	<input type="radio"/> Dr. <input type="radio"/> Mr. <input type="radio"/> Miss <input type="radio"/> Mrs. <input checked="" type="radio"/> Ms.
First Name (required)	<input type="text"/>
Last Name (required)	<input type="text"/>
Phone Number (required)	<input type="text"/>
Email Address (required)	<input type="text"/>

# Information Reported by IHE

## Teacher Quality Enhancement (TQE) Partnership Grant Section

Teacher Quality Enhancement (TQE) Partnership Grant		
Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant? (required)		<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, provide the following:		
Award year	<input type="text"/>	<input type="checkbox"/> N/A
Grantee Name	<input type="text"/>	<input type="checkbox"/> N/A
Project Name	<input type="text"/>	<input type="checkbox"/> N/A
Grant Number	<input type="text"/>	<input type="checkbox"/> N/A
List Partner Districts/LEAs	<input type="text"/>	<input checked="" type="checkbox"/> N/A
List Other Partners	<input type="text"/>	<input type="checkbox"/> N/A
Project Type	<input type="text" value="Select Option"/> <a href="http://www.FLDOE.org">www.FLDOE.org</a>	<input type="checkbox"/> N/A



# Information Reported by IHE

## Accreditation Section

Accreditation	
Are your teacher preparation programs currently approved or accredited? (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply. (required)	<input type="checkbox"/> State <input type="checkbox"/> NCATE/CAEP <input type="checkbox"/> TEAC <input type="checkbox"/> Other <input type="checkbox"/> N/A
Please specify other organization(s) that approved or accredited your programs. (required)	<input type="text"/> <input type="checkbox"/> N/A

# Information Reported by IHE

## Section 4

- Supervised Clinical Experiences

## Section 5

- Admission Requirements

## Section 6

- Undergraduate Requirements  
*(if applicable)*
- Postgraduate Requirements  
*(if applicable)*

# Information Reported by IHE

## Supervised Clinical Experiences Section

Supervised Clinical Experiences		
Average number of clock hours required prior to student teaching (required)	<input type="text"/>	<input type="checkbox"/> N/A
Average number of clock hours required for student teaching (required)	<input type="text"/>	<input type="checkbox"/> N/A
Average number of clock hours required for mentoring/induction support (required)	<input type="text"/>	<input checked="" type="checkbox"/> N/A
Number of full-time equivalent faculty in supervised clinical experience during this academic year (required)	<input type="text"/>	<input type="checkbox"/> N/A
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Number of students in supervised clinical experience during this academic year (required)	<input type="text"/>	<input type="checkbox"/> N/A
Please provide any additional information about or descriptions of the supervised clinical experiences (required)	<input type="text"/>	<input type="checkbox"/> N/A

# Information Reported by IHE

## Clinical Experience Information – ITPs

### Requested Data

Average number of clock hours required prior to **student teaching**.

Average number of clock hours required for **student teaching**.

**Average number of clock hours required for mentoring/induction support.**

Number of full-time equivalent faculty in supervised **clinical** experience during this academic year.

Number of full-time equivalent adjunct faculty in supervised **clinical** experience during this academic year (IHE and PreK-12 staff).

Number of students in supervised **clinical** experience during this academic year.

# Information Reported by IHE

## Clinical Experience Information – EPIs

Requested Data
Average number of clock hours required prior to <b>teaching demonstration</b> .
Average number of clock hours required for <b>teaching demonstration</b> .
<b>Average number of clock hours required for mentoring/induction support.</b>
Number of full-time equivalent faculty in supervised <b>field</b> experience during this academic year.
Number of full-time equivalent adjunct faculty in supervised <b>field</b> experience during this academic year (IHE and PreK-12 staff).
Number of students <b>completing teaching demonstration</b> during this academic year.

# Information Reported by IHE

## Reminders for Clinical Experience Information

- ✓ In the Supervised Clinical Experience section, IHEs should provide information from the 2013-2014 academic year.
- ✓ IHEs may have multiple programs with varying numbers for the Supervised Clinical Experience section. Please report the average number for Title II programs.
- ✓ What clinical experiences should be counted to determine the average number of clock hours required prior to student teaching/teaching demonstration?
  - Any supervised interaction between teacher candidates and faculty, experienced teachers, principals, other administrators, and school leaders occurring in a P-12 setting. If the teacher candidate is in the P-12 setting for observation purposes only, the hours should not be counted

# Information Reported by IHE

## Reminders for Clinical Experience Information

- ✓ Who do we count in the number of FTE faculty or adjunct faculty in supervised clinical/field experience during 2013-2014?
  - Total of all faculty involved in any form of supervised clinical/field experience.
- ✓ Which students do we count in the number of students in supervised clinical/field experience during 2013-2014?
  - Total of all students who completed coursework with supervised clinical/field experience and/or completed their culminating student teaching/teaching demonstration. Students who participated in observations only are not included.

# Information Reported by IHE

## Admission Requirements Section

Admission Requirements	
Indicate when students are formally admitted into your institution's state-approved teacher preparation programs. (required)	<input type="checkbox"/> Freshman Year <input type="checkbox"/> Sophomore Year <input checked="" type="checkbox"/> Junior Year <input type="checkbox"/> Senior Year <input type="checkbox"/> PostGraduate <input type="checkbox"/> Other
Please provide any additional information about or exceptions to the admissions information provided above. (required)	<div></div> <div><input type="checkbox"/> N/A</div>
Does your institution conditionally admit students to state-approved teacher preparation programs? (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Provide a link to your website where additional information about admissions requirements can be found (required)	<div></div>
Please provide any additional information about or exceptions to the admissions information provided above. (required)	<div></div> <div><input type="checkbox"/> N/A</div>
<b>Undergraduate Requirements</b> (Indicate the following elements required for admission (entry) into or exit from the program at the undergraduate level)	



# Information Reported by IHE

## Admission Requirements Section – Undergraduate Requirements

Undergraduate Requirements (Indicate the following elements required for admission (entry) into or exit from the program at the undergraduate level)		
Transcript - Entry	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Transcript - Exit	(required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint Check - Entry	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint Check - Exit	(required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background Check - Entry	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background Check - Exit	(required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed - Undergraduate - Entry	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed - Undergraduate - Exit	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum Undergraduate GPA - Entry	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum Undergraduate GPA - Exit	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in Content Area Coursework - Undergraduate - Entry	(required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in Content Area Coursework - Undergraduate - Exit	(required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in Professional Education Coursework -		<input type="radio"/> Yes <input checked="" type="radio"/> No

# Information Reported by IHE

## Admission Requirements Section – Postgraduate Requirements

Postgraduate Requirements (Please indicate the following elements required for admission (entry) into or exit from the state-approved ITP program.)	
Does your institution have postgraduate level program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes please indicate the following elements required for admission (entry) into or exit from the program at the postgraduate level. (required)	
Transcript - PostGraduate - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Transcript - PostGraduate - Exit (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint Check - PostGraduate - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint Check - PostGraduate - Exit (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background Check - PostGraduate - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background Check - PostGraduate - Exit (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed - PostGraduate - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed - PostGraduate - Exit (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum Postgraduate GPA - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum Postgraduate GPA - Exit (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in Content Area Coursework - PostGraduate - Entry (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No

# Information Reported by IHE

- ❑ Admissions Reporting Requirements
  - Admission Information pertains to admission to the Initial Teacher Preparation (ITP) program or the Educator Preparation Institute (EPI), not admission to the institution.
  - IHEs should provide current information in this section.
  
- ❑ Due to State Admissions Requirements, Undergraduate ITPs must answer yes to:
  - Minimum Undergraduate GPA; and
  - Minimum Basic Skills Test Score

# Information Reported by IHE

- ❑ Admissions Reporting Requirements – Postgraduate Programs
  - ❑ Due to State Admissions Requirements, Postgraduate ITPs must answer yes to:
    - Minimum Undergraduate GPA;
    - Minimum Basic Skills Test Score; and
    - Bachelor's Degree or Higher.
- ❑ EPIs must answer yes to:
  - Subject Area/Academic Content Test or Other Subject Matter Verification; and
  - Bachelor's Degree or Higher.

# Information Reported by IHE

## Section 7

- Annual Goals

## Section 8

- Assurances

# Information Reported by IHE

## Annual Goals Section

Annual Goals (Each institution that conducts traditional teacher preparation programs shall set annual <u>quantifiable</u> goals for increasing the number of prospective teachers trained in teacher shortage areas including mathematics, science, and special education. If your institution does not have a teacher preparation program in one or more of the areas listed below, you may enter NA for that teacher shortage area)		
Teacher Shortage Area: Mathematics Goal (2013-14) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Goal (2014-15) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Goal (2015-16) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Goal Met? (2013-14) (required)	<input type="radio"/> Yes <input type="radio"/> No	<input checked="" type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Goal Met? (2014-15) (required)	<input type="radio"/> Yes <input type="radio"/> No	<input checked="" type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Goal Met? (2015-16) (required)	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2013-14) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2014-15) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Description of Strategies Used to Achieve Goal (2015-16) (required)	<input type="text"/>	<input type="checkbox"/> N/A
Teacher Shortage Area: Mathematics Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal (2013-14) (required)	<input type="text"/>	<input type="checkbox"/> N/A

# Information Reported by IHE

- ☐ Annual Goals in the Critical Teacher Shortage Areas must be quantifiable.
- ☐ If your institution does not have Mathematics, Science, or Exceptional Student Education, please respond appropriately by either the checking NA option or selecting No option.
- ☐ Goals should indicate the institution's goal for the 2013-2014 academic year and whether the goal was met.
- ☐ Provide the institution's goals for 2014-2015 and 2015-2016.



# Information Reported by IHE

## Assurances Section

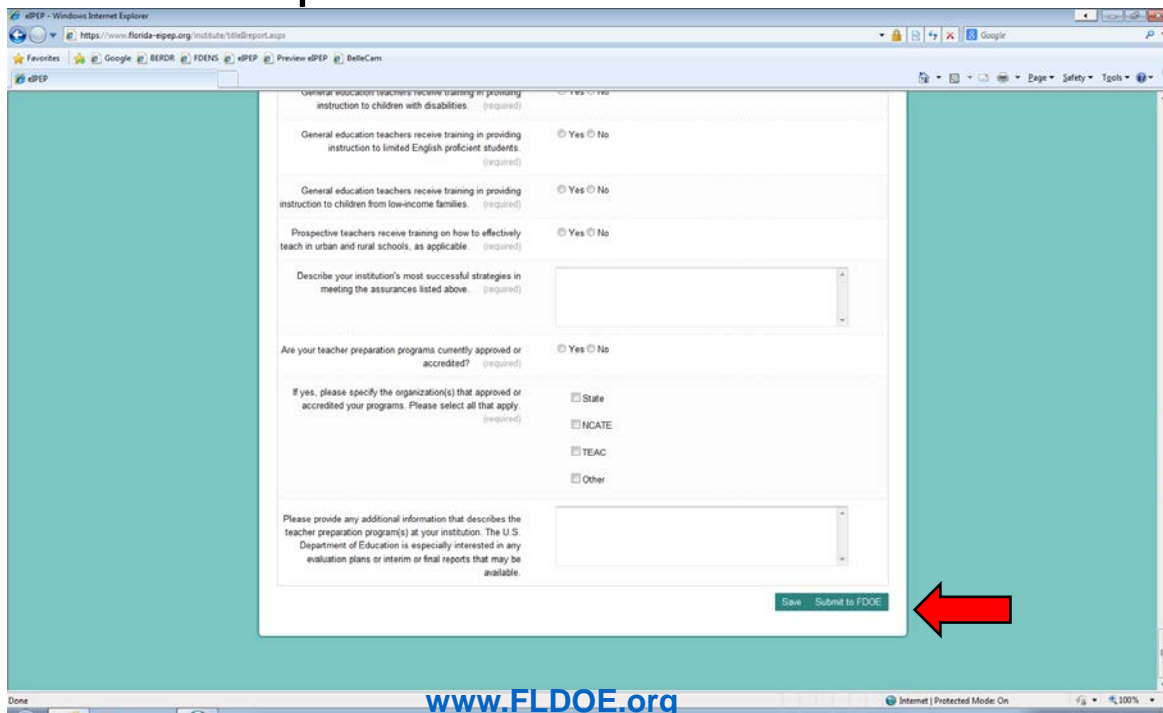
<b>Assurances</b> (Please indicate if your institution is in compliance with the following assurances. (205(a)(1)(A)(iii), 206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.)	
The training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based upon past hiring and recruitment needs. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
The training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects. (required)	<input type="radio"/> Yes <input checked="" type="radio"/> No
General education teachers receive training in providing instruction to students with disabilities. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
General education teachers receive training in providing instruction to limited English proficient students. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
General education teachers receive training in providing instruction to students from low-income families. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable. (required)	<input checked="" type="radio"/> Yes <input type="radio"/> No
Describe your institution's most successful strategies in meeting the assurances listed above. (required)	<div><div></div><div></div></div>



# Information Reported by IHE

## Submitting the Title II Report

- ✓ Once all contextual data has been entered and saved for the ITP and EPI sections of the Title II report, the institution may submit the report to FLDOE and/or print a copy of the final report.



The screenshot shows a web browser window displaying the Title II report submission form. The form is titled "Title II Report" and contains several sections with checkboxes and text areas. A red arrow points to the "Submit to FDOE" button at the bottom right of the form.

General education teachers receive training in providing instruction to children with disabilities. (required) ☐ Yes ☐ No

General education teachers receive training in providing instruction to limited English proficient students. (required) ☐ Yes ☐ No

General education teachers receive training in providing instruction to children from low-income families. (required) ☐ Yes ☐ No

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable. (required) ☐ Yes ☐ No

Describe your institution's most successful strategies in meeting the assurances listed above. (required)

Are your teacher preparation programs currently approved or accredited? (required) ☐ Yes ☐ No

If yes, please specify the organization(s) that approved or accredited your programs. Please select all that apply. (required)

☐ State ☐ NCATE ☐ TEAC ☐ Other

Please provide any additional information that describes the teacher preparation program(s) at your institution. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Save Submit to FDOE



## REPORTING REMINDERS

- Items to Consider
- Next Steps
- Contact Information

# Reporting Reminders

## Items to Consider:

- Review each and every entry from last year and update each entry to reflect the appropriate information based on the 2013- 2014.
- Save your entries often.
- Respond to every question or statement .
- Select the N/A option for items that are not applicable to your program(s).

# Reporting Reminders

## Next Steps:

- ❑ Complete and submit Institution Reports via eIPEP by Wednesday, April 15, 2015
- ❑ FDOE will compile all necessary data and submit the Title II State Report to USED by the deadline.

# Contact Information

## ☐ Title II Support

Kimberly Pippin

[Kimberly.Pippin@fldoe.org](mailto:Kimberly.Pippin@fldoe.org)

850-245-7824

## ☐ eIPEP Technical Issues

Florida Center for Interactive Media (FCIM) Support

[support@fcim.org](mailto:support@fcim.org)

1-800-357-1072

## ☐ Single Sign On Technical Issues

[FLDOE-SSO@fldoe.org](mailto:FLDOE-SSO@fldoe.org)



**[www.FLDOE.org](http://www.FLDOE.org)**



**[www.FLDOE.org](http://www.FLDOE.org)**