Institutions of Higher Education (IHE) Title II, HEA Reporting
Contextual Data Collection Technical Assistance Webinar
March 2015

Slide 1

Good afternoon. Welcome to this webinar training on Contextual Data Collection for the purposes of Title II of the Higher Education Act. Thank you for joining us today. My name is Kimberly Pippin, Program Specialist with the Office of Educator Preparation and your facilitator for today's webinar. This webinar is for individuals who are new to the Title II HEA Contextual Data Collection Process, as well as a refresher for those who are familiar with the process, but are interested in learning more about the data collection process and Title II requirements. Throughout the webinar today, you can submit your questions via the Chat Feature, or you can wait to ask your questions during the Question & Answer session at the end of this presentation.

Slide 2

Title II contextual data collection and reporting is required by the Higher Education Opportunity Act of 2008, commonly referred to as HEA, and section 1004.04, Florida Statutes regarding public accountability and state approval for teacher preparation programs.

HEA sets forth an accountability system for all programs that prepare teachers. You can find the full text of this federal law at the link provided on this slide. HEA requires the annual collection and reporting of contextual data. It is important that the information you report is accurate and submitted on time, as the United States Department of Education (or USED) may impose a substantial fine up to $27,500 for failing to report data in a timely and accurate manner.

Additional legislative authority is set forth in section 1004.04(4)(e), Florida Statutes regarding public accountability and state approval for teacher preparation programs. This statute specifically states: *Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements…The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph, and may include other information chosen by the institution or program.*

For efficiency purposes and to minimize the necessity of entering data, the information provided to fulfill last year's Title II reporting requirements is pre-populated in the eIPEP system. It is of utter importance that you review the data and information in each section for accuracy. Please update each section, as appropriate, to reflect data and information related to the program's status and its candidates and completers in 2013-2014 academic year.

Slide 3

Previous Title II, HEA reports are available to the public online. A link is provided on this slide where you can access the 2013 and 2014 Title II report for the state of Florida. The 2013 report is

focused on 2011-2012 candidates and completers, and the 2014 report is focused on 2012-2013 candidates and completers.

Slide 4
Each public and private institution with state-approved Initial Teacher Preparation Programs (ITPs) and/or an Educator Preparation Institute (EPI) is required to annually report Title II contextual data to the Florida Department of Education for the Title II report submitted to USED. However, some programs are *__NOT__* included in the Title II Report, due to the definition of teacher preparation programs as described by Title II. As identified in this slide, institutions should *__NOT__* **report** or include Educational Leadership programs, Guidance and Counseling programs, Educational Media Specialist programs, School Psychology programs, and Professional Training Option (PTOs) in any of the contextual data collected for Title II purposes.

Slide 5
We will now discuss the Title II information that the Department reports to USED.

Slide 6
As outlined on slide 6, there are many components included in section I of the Title II annual report, which the Department is responsible for collecting and reporting. The data from these sections come from data reported by your institutions to the Department, through the Board of Governors, Florida College System, or the eIPEP system, as well as certification files. I will provide a brief description of each section noted on this slide.

- **Section I.a** requires the Department to report on the individual teacher preparation sub-programs within each institution.

- **Sections I.b and I.c** require the Department to report on the elements required for admission into any traditional or alternative teacher certification program(s) at either the undergraduate or postgraduate level.

- **Section I.d** requires the Department to report the number of students enrolled in each teacher preparation program by total enrollment, gender, race and ethnicity. While, Title II requires enrollment information, it is understood that gender and race/ethnicity are often voluntarily self-reported data, and some individuals may choose to withhold their gender or race/ethnicity. However, for candidates and completers that voluntarily provide their gender, race and ethnicity to the institution, we encourage all teacher preparation programs to accurately report this information.

- **Section I.e Supervised Clinical Experience** requires the Department to report data on the supervised clinical experience in each teacher preparation program. This includes average number of clock hours of supervised clinical experience required prior to student teaching. Later in this presentation, we will explore this section in further depth.

- **Section I.f** requires the Department to report the number of teachers prepared by area of certification, subject area, and academic major.

- **Section I.g** requires the Department to report the total number of initial teaching certifications issued in the state as well as the number of teachers prepared by area of certification, academic major and subject area. This section also requires states to report the total number of program completers for each state-approved teacher preparation program in the state of Florida.

Slide 7
The Department also has reporting responsibilities in **Sections II – V** of the Title II report.

- **Section II Assurances** requires the Department to provide information on whether the teacher preparation programs in the state met the assurances listed. This section will be expounded upon later in the presentation.

- **Section III Credential Requirements** requires the Department to provide the certification requirements currently issued by the state, including responding to questions about certification requirements. The Department also provides additional certification data, as well as the results of candidates and completers' performance on the Florida Teacher Certification Examinations.

- **Section IV Standards and Criteria** require the Department to respond to questions about state-approval program requirements and standards for teacher preparation programs.

- **Section V** requires the Department to report on assessment requirements for initial certification, the percentage of students who passed the assessment among all who took the assessment; and the summary pass rates for traditional and alternative programs.

Slide 8
The Department also reports on **Sections VI – XI** of the Title II report.

- **Section VI** requires the Department to provide information about the two types of state-approved teacher preparation programs that offer an alternative route, Professional Development Certification Programs and Educator Preparation Institutes, and respond to the questions about each route.

- In **Section VII Program Performance** the Department provides information about how the performance of teacher preparation programs are assessed.

- **Section VIII** pertains to the assessment outcomes and status of teacher preparation programs, specifically related to low performing programs.

- **Section IX HQT Shortages** requires the Department to provide a description of the extent to which state-approved teacher preparation programs in Florida are addressing shortages of highly qualified teachers within Florida's public schools.

- **Section X Technology** requires the Department to provide a description of the activities that prepare teachers to integrate technology effectively into curriculum and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

- In **Section XI Improvement Efforts,** the department describes actions taken during the past year to improve the quality of the current and future teaching force.

For more information on all of these sections, please check out Florida's 2014 Title II Report on the Title II website.

Slide 9
Now that we've reviewed the sections and information in the Title II Report reported by the Department, let's discuss the Title II contextual information and data that each institution must report.

Slide 10
All institutions will report their Title II contextual information and data via the eIPEP system. Many of you are familiar with reporting data into the eIPEP system; however, as a reminder, I will review the steps to access eIPEP which are also noted on this slide for your future reference.

First, log into the Department's Single Sign-on portal using your assigned Single Sign-On credentials and then select the "Educators" link. Next, click on the eIPEP link located under the "Teacher and Leader Development" header, and select eIPEP. On the right-hand side of the eIPEP landing page, click on the link labeled "Click here to access this site." The right side of the eIPEP portal is limited to users who have received credentials granting access to the secure site of eIPEP; whereas the left-hand side of the landing screen enables the public to access sample Annual Program Performance Reports.

As a reminder, only eIPEP Coordinators and Institution Editors may enter Title II contextual data. Certifying Officers have read-only rights and are able to review data and information entered into the Title II form(s).

Slide 11
Once you have logged into the eIPEP system, change the reporting year drop down menu, located on the right-hand side of the screen, to 2013-2014 and select the Title II tab as demonstrated on this slide.

Slide 12
As we previously mentioned, the Title II report is for both Initial Teacher Preparation programs and Educator Preparation Institutes. If your institution only has ITP programs, you will only be able to access and complete an ITP Form under the Title II tab in eIPEP. Likewise, if your institution only has an EPI program, you will only have access and be able to complete the EPI form for Title II. However, if your institution has both ITP and EPI programs, you will need to complete two separate forms, the ITP form and the EPI form. Please remember that every question or narrative box must be completed on each form.

Slide 13
Slide 13 demonstrates the ITP and EPI form selection options located on the left-hand side of the Title II page within the eIPEP system. Remember to complete all sections of both forms if your institution has both ITP and EPI programs.

Slide 14
The Title II forms in eIPEP are segmented into eight (8) sections. This portion of the presentation will review each section in which the institution is responsible to provide contextual information and data for the Title II report.

As shown on this slide, Section 1 requires the institution to provide the Contact Information for the Education Dean, Director or Department Chair. In section 2 the institution will respond to questions regarding the Teacher Quality Enhancement Partnership Grant. And, Section 3 requires information about each program(s) accreditation and the accrediting/approval body or organization

Most of this information should already be pre-populated with the information and data you entered last year. It is vital that you review the pre-populated information and apply appropriate edits as needed. Also, remember that each item for each section must contain a response.

Slide 15
Slide 15 provides a screen shot of the first section titled, "Contact Information for Education Dean, Director or Department". Please review this section for accuracy if the section contains pre-populated information. You may edit, update, delete and revise the contact information as deemed appropriate. When you complete this section, select the next header labeled "Teacher Quality Enhancement (TQE) Partnership Grant".

Slide 16
On this slide, you see a screen shot of the "Teacher Quality Enhancement Grants" section. Your institution may or may not be a recipient of this grant program. Again, the information from last year has been uploaded to this year's report. Review each item and add or edit information to ensure it is accurate and reflective of current information. When you have completed editing the information on the Teacher Quality Enhancement Grant page, select the next header link – "Accreditation" section.

Slide 17
The "Accreditation" section, as seen in the eIPEP system, is displayed on this slide. Again, review and edit last year's information, before moving on to the next section, the "Supervised Clinical Experiences" section.

Slide 18
Next, we will review the "Supervised Clinical Experiences" section; "Admission Requirements" section; and "Undergraduate and Postgraduate Admission" sections of the Title II form.

Slide 19
The fourth section is a series of questions regarding "Supervised Clinical Experiences". A portion of the questions are on this slide, however, there are many more in this section. This is one section where the ITP form and EPI form vary slightly. The differences between the ITP and EPI forms are explained within the next couple of slides.

Slide 20
As shown on this screen, ITPs must answer questions related to <u>student teaching</u> and <u>supervised clinical experience.</u> This section requests the following data:

- Average number of clock hours required <u>prior</u> to **student teaching**
- Average number of clock hours required <u>for</u> **student teaching**
- Average number of clock hours for <u>mentoring/induction support</u>

    o USED is interested in the amount of clock hours of <u>mentoring/induction support</u> required for candidates while in the program. Here USED is requesting essentially the number of clock hours of coaching and instruction that <u>a candidate</u> receives <u>while serving as the teacher of record</u> in a classroom.

    o For ITPs, there will likely not be any required mentoring/induction support since the candidates in ITPs are typically not considered the teacher of record in a classroom, and ITP programs tend to require student teaching and other forms of clinical experience instead.

    o If a particular section does not apply to your program, please place a check mark in the box next to N/A.

The form also requests:
- Number of full-time equivalent faculty in supervised **clinical** experience during the 2013-2014 academic year;
- Number of full-time equivalent adjunct faculty in supervised **clinical** experience during the 2013-2014 academic year, for both postsecondary faculty and P-12 personnel; and
- Number of students in supervised **clinical** experience during the 2013-2014 academic year.

Slide 21
Clinical experience related to EPI programs is provided on Slide 21. It is important to answer questions related to <u>teaching demonstration and supervised field experience</u>:

- Average number of clock hours required <u>prior</u> to **teaching demonstration;**
- Average number of clock hours required <u>for</u> **teaching demonstration**; and
- Average number of clock hours for <u>mentoring/induction support.</u>
    o For this question, USED is interested in the amount of clock hours of mentoring/induction support required for candidates while in the program. USED would like you to address the coaching and instruction that a candidate receives while <u>serving as the teacher of record</u> in a classroom.

- o For EPIs that offer pedagogy instruction and courses while the candidate is actually the teacher of record in a classroom, there might be a significant amount of mentoring/induction support as part of their preparation program.

- o If a particular section does not apply to your program, please place a check next to the N/A box provided, if one is available.

Also address:
- Number of full-time equivalent faculty in supervised clinical experience during the 2013-2014 academic year;
- Number of full-time equivalent adjunct faculty in supervised clinical experience during the 2013-2014 academic year, for both postsecondary faculty and P-12 personnel; and
- Number of students in supervised clinical experience during the 2013-2014 academic year.

Slide 22
Slide 22 provides a couple of important reminders when responding to the questions under the Supervised Clinical Experience section.

- In the Supervised Clinical Experience section, Institutions of Higher Education (IHEs) should provide information from the 2013-2014 academic year.

- IHEs may have multiple programs with varying numbers for the Supervised Clinical Experience section. If this is the case, we would like for you to report the average number for Title II programs. The **"Average number of clock hours required"** refers to hours per teacher preparation program participant. To the extent possible, responses are to separate pre-student teaching clinical experience from student teaching. The intent is not to aggregate across teacher preparation program participants, but rather to assess per-person clock hours. "**Clock hours**" does not refer to semester or credit hours, but actual time spent on these activities. In the term **supervised clinical experience**, it's the overall experience that is supervised, not every moment of the experience. No faculty to student ratio is required, nor expected.

- Any supervised interaction between teacher candidates and faculty, experienced teachers, principals, other administrators, and school leaders occurring in a P-12 setting should be counted to determine the average number of clock hours required prior to student teaching/teaching demonstration. If the teacher candidate is in the P-12 setting for observation purposes only, the hours should not be counted. **Supervised clinical experience** is defined as a series of supervised field experiences (including student teaching) with P-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.

Slide 23
Additional reminders related to the "Supervised Clinical Experience" section are provided on slide 23.

- All faculty in any form of supervised clinical/field experience should be counted in the number of FTE faculty or adjunct faculty in supervised clinical/field experience during the 2013-2014 academic year. Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE.

- All students who completed coursework with supervised clinical/field experience and/or completed a culminating student teaching/teaching demonstration should be counted in the number of students in supervised clinical/field experience during the 2013-2014 academic year. Students who participated in observations only are not included.

Slide 24
After completing the Supervised Clinical Experience section, select the header labeled Admission Requirements. A screen shot of the Admission Requirements section is provided on this slide. In this section, institutions will indicate the admission requirements for the state-approved teacher preparation program, not the institution. A portion of the questions related to admission requirements are provided within this section and on this slide, however, the next two sections requests more descriptive information regarding the programs' admission requirements for undergraduates and postgraduates. The next two sections differ for ITPs and EPIs. ITPs must answer these questions for both undergraduate level and, possibly the postgraduate level – if the program offers a Masters, Doctorate or Specialist degree option for their state-approved teacher preparation program; whereas, EPIs only have to respond to the postgraduate requirement questions.

Slide 25
A screen shot of the Undergraduate Admission Requirements section is previewed on slide 25. Please keep in mind that only a portion of the questions for this section is provided. The undergraduate admission requirements section is only for institutions with at least one state-approved teacher preparation program. Institutions with only an EPI program will proceed to the Postgraduate Admission Requirements section and not respond to the questions within the Undergraduate Admission Requirements section.

Slide 26
Likewise, a portion of the Postgraduate Admission Requirements section is provided on slide 26. Institutions with ITPs at the postgraduate degree level and EPI programs will only respond to the postgraduate admission requirements.

Slide 27:
On this slide we have some reminders as you update the Admission sections. Please remember:

- Admissions information is for admission to the ITP program or the EPI program, not admission to the institution.
- Institutions should provide current information in this section.
- Due to state admissions' requirements, underchildgraduate ITPs must answer yes to:
    - Minimum Undergraduate GPA; and
    - Minimum Basic Skills Test Score.

Slide 28
Furthermore, as a reminder, 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.

Whereas, EPIs must answer yes to:
- Subject Area/Academic Content Test or Other Subject Matter Verification; and
- Bachelor's Degree or Higher.

Slide 29:
Next we will review the remaining two sections that institutions are responsible for completing in the Title II report, "Annual Goals" and "Assurances" sections.

Slide 30:
The Annual Goals or Critical Teacher Shortage Area Goals is a requirement for ITP programs only. EPIs may respond to this section by selecting the N/A option or No, depending on the question. Like prior sections of the Title II forms, this section is also pre-populated with last year's data. Please review and update the data for the following academic years: 2013-14, 2014-15 and 2015-16.

Slide 31:
Under the Annual Goals section, please remember that:

- The Goals in the Critical Teacher Shortage Areas must be quantifiable.
- If your institution does not have a Mathematics, Science, or Exceptional Student Education program, simply put a check next to N/A or select "No" for that question.
- The Goal for 2013-2014 should indicate what your goal was and whether the goal was met.
- The Goals for 2014-2015 and 2015-2016 need to be stated in the corresponding narrative boxes.

Slide 32:
The last section is Assurances. In this section, you will need to answer a series of questions to make sure your program is in compliance with the law. Please note: You need to be prepared to provide documentation and evidence of your responses, if requested, to support these assurances.

Slide 33:
Once all of your Title II contextual data and information has been entered and saved, you are now ready to submit the data to the Department; however, before submitting the report, please take these points into consideration:

- If you completed two reports – one for ITP and one for EPI - be sure you complete both reports before submitting your final report or reports to the Department. eIPEP allows you to save your report without submitting.
- Once your information is ready to submit to the Department, please be sure to press the "Submit to DOE" button. At that point, the Department will be notified that you have submitted your 2013-2014 Title II Report. You will then have the option to print your report directly from your browser window.

Slide 34
The last section of our presentation provides you with items to consider when reporting, details on next steps, and contact information for myself, as well as, technical support.

Slide 35
During your data entry process, please consider the following items:

- Be certain to read and review each question or request for data and ensure that you enter an entry for each one.
- Add additional information or edit information from last year's data entries in order to ensure the data are accurate.
- Respond to every question.
- Some items may not apply to your program, therefore select the N/A option. This option indicates "not applicable." However, if there is no N/A check box next to an item, N/A is not an option.
- Remember to save your data entries often. The eIPEP system is equipped with an auto-save feature that saves data every 3 minutes, but saving your data often is a best practice strategy.

Slide 36
Your Title II contextual data is due to the Department via the eIPEP system by Wednesday, April 15, 2015 .After all institutional data have been submitted; the Department will compile all other necessary data and submit the 2015 Title II State Report to the USED by the established deadline.

Slide 37:
This slide provides my contact information, as well as, the contact information for eIPEP and Single Sign-On technical support. If you have a technical question related to eIPEP, please

contact the Florida Center for Interactive Media. If the issues are related to Single Sign-On portal, please contact the Single Sign-On team for technical support. For questions regarding data entry or enrollment of new eIPEP coordinators or institution editors or for clarification of Title II requirements, please contact me, Kimberly Pippin, either via telephone or email.

This concludes today's webinar regarding Title II Contextual Data reporting. We would like to now turn it over to you for questions you might have. You may submit questions via telephone or through the chat feature.

Thank you for your time and have a wonderful rest of the day.