Program Summary Report Training

For Continued Program Approval Review

Spring 2016

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

www.FLDOE.org

Florida Statutes and State Board of Education Rule

- **Section 1004.04, F.S., (ITPs)** Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

- **Section 1004.85, F.S., (EPIs)** Continued approval of each program approved …shall be…based upon a periodic review of documentation that each program completer has met the requirements…

- **Rule 6A-5.066, FAC** The purpose of the site visit shall be to review evidence of the program's implementation of the continued approval standards …

What is a Program Summary Report?

- A **Synthesis** of the program over the continued approval cycle:

  - How the program affected completer performance as shown in the **Annual Program Performance Reports**

  - Purposeful enhancements, using outcome based evidence, to program's effectiveness shown in the annual **IPEPs** and **APEPs.**

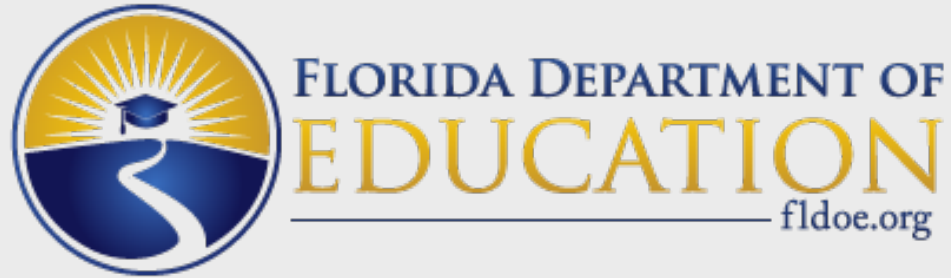# *Do **not** prepare program summary reports to…*

- Repeat or compile Institutional Program Evaluation Plans (IPEPs) and/or Annual Program Evaluation Plans (APEPs) submissions as a program summary report.

- Combine or collapse programs into one report (i.e., all sciences).

- Produce a checklist of compliance

- Only report actions that may be considered in the future.

- Describe data unrelated to the Continued Approval Standards.

- Describe qualitative data unless that data is used to support outcome data (i.e., "surveyed alumni love this program")

Program Summary Report

- One report for each program that is being reviewed for continued approval.

- Reviewed by the site visit team members during an off-site review.

- Basis for the team's preliminary findings report and the on-site visit's interview questions and classroom observations.

- Submit six months prior to the on-site visit.

Critical Questions

- What Annual Program Performance Reports data formed program improvements?

- Completer performance reflect implemented programmatic improvements?

- Strategies to resolve performance weaknesses and to sustain strengths?

- Other candidate and completer performance data triggered program improvements?

- Problem-solving measures to better serve candidates' and completers' needs?

- Supports provided for completers?

Continued Approval Standards (CAS)

Initial Teacher Preparation (ITP) Programs - Form ITP CAS-2015

Educator Preparation Institutes (EPI) - Form EPI CAS-2015

Standards for Initial and Continued Approval of Educational Leadership Preparation Programs

Standard 1. Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to instruct kindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1004.04(3)(b), F.S..

Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes that were implemented to admission policies, processes, methods and procedures used to admit candidates in meeting the admission requirements outlined in s. 1004.04(3)(b), F.S. 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.	If the program admitted any candidates under the 10% waiver during the continued approval period, the following is required: •A year-by-year institutional table reflecting how many candidates were admitted by program under the waiver; and •Summary describing the assistance and progress made by candidates for demonstrating the competencies required for certification.	• Off-site: Department identifies questions or areas that need further examination as a result of review of annual IPEPs. • On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

www.FLDOE.org

Three Areas for Program Summary Report Responses

FOR ITPs ONLY: Standard 1, Indicator 1.1, Criteria 2

FOR ITPs, EPIs and EL programs: Standard 3

Section 1004.04, Florida Statutes
Public accountability and state approval for teacher preparation programs.—

Admission Requirements:

- At least a 2.5 GPA

- Passed the General Knowledge Test of the Florida Teacher Certification Examination

10% Waiver Provision:

An Initial Teacher Preparation Program may waive these admissions requirements _for up to 10 percent of the students admitted_.

Implement strategies to ensure that students admitted under a waiver _receive assistance to demonstrate competencies_ to successfully meet requirements for certification.

_If_ the program admitted any candidates under the 10% waiver during the continued approval period...*then a Program Summary Report description is required.*

- A year-by-year institutional table reflecting how many candidates were admitted under the waiver; and
- Description of **assistance and progress** made by candidates for **demonstrating the competencies required** for certification.

A year-by-year institutional table reflecting how many candidates were admitted by program under the waiver

ENROLLMENT, ADMISSIONS AND WAIVERS	CODE	Degree	2007-2008			2008-2009			2009-2010		
PROGRAM			Admission	Waivers	%	Admission	Waivers	%	Admission	Waivers	%
PreK/Primary Education/ESOL	387	B	55	6	11%	60	1	2%	41	1	2%
Elementary Education/ESOL K-6	444	B	257	11	4%	295	1	0.3%	218	0	0%
Art K-12	114	B	5	0	0%	7	0	0%	9	0	0%
English/ESOL 6-12	398	B	24	2	8%	27	1	4%	18	0	0%
Mathematics 6-12	287	B	16	0	0%	15	0	0%	17	0	0%
Physical Education K-12	424	B	15	1	7%	25	0	0%	7	0	0%
Biology 6-12	288	B	11	1	9%	8	0	0%	5	0	0%
Chemistry 6-12	289	B	1	0	0%	2	0	0%	1	0	0%
Physics 6-12	291	B	2	0	0%	0	0	0%	1	0	0%
Social Science 6-12	293	B	31	3	10%	33	0	0%	32	0	0%
MG Math/MG General Science 5-9	365	B	19	1	5%	14	0	0%	10	1	10%
Exceptional Student Education/ESOL K-12	430	B	27	2	7%	23	0	0%	34	0	0%

www.FLDOE.org

Sample Narrative for Standard 1.1-Waiver Admissions

- In 2012-13, seven candidates were admitted into the program with waivers. Six of seven candidates are in progress toward completing their degrees with an average GPA of 3.612 (Range- 3.208-4.00). One has been suspended due to grades.

- Advisors meet with the candidates at scheduled intervals to evaluate progress and offer support in meeting the required competencies.

- The University's waiver policy is located in the eIPEP in 2.1.

A program summary report is <u>NOT</u> required.

Standard 1.2: …each completer possesses the required knowledge, skills, and professional behaviors…

Standard 1.3: …candidates and completers must demonstrate positive impact on p-12 student learning growth…

Standard 2: Field and Clinical Practices

- **Indicator 2.1**: Postsecondary and school district personnel

- **Indicator 2.2**: Field and clinical practices

Standard 3. Program Effectiveness
A Program Summary Section *IS* Required.

- **Indicator 3.1**: The program routinely and systematically examines candidate and completer performance and impact.

- **Indicator 3.2**: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

Indicator 3.1.1.

The program prepares a **summary** or **synthesis of data** collected over the continued approval period as evidenced in the annual IPEPs/APEPs and **describes patterns and themes of changes made to the program** as a result of data analysis.

For Educational Leadership Programs.

- Program summary does NOT address Educational Leadership Standard 3 criteria currently in place.

- Educational Leadership Criterion 3.4.1 is closest to ITP Criterion 3.1.1.

Cover Each of the Following Data Sources

- Completers' impact of p-12 student learning

- Annual Program Performance Report Card

- Assistance to program completer(s) under the 2-year guarantee

- Candidates' impact of p-12 student learning

- Candidates' culminating field and clinical experience performance evaluations

- Candidates' FTCE subtest results

- Candidate data admitted under the 10% Waiver

- Other candidate or completer outcome data results

For Educational Leadership Programs.

Aggregation and analysis of…

- Candidate data

- Completer data (placement, retention, performance evaluation)

- Candidates' culminating field and clinical experience performance evaluations

- Candidates' FELE subtest results

- Candidate and completer program satisfaction data

- Other candidate or completer outcome data results

Indicator 3.1.2.

The program prepares a **description** of the **remedies and outcomes** for any APPR performance metric category receiving a **Level One** or **Level Two** score during the review period.

Not Applicable to Educational Leadership Programs

Indicator 3.2.1.

ALL programs (ITP, EPI and Educational Leadership) prepare a continued approval period **summary or synthesis** of continuous improvement **outcomes** that include:

- **Stakeholder involvement** in programmatic decision-making; and

- **How it used the data results** for program enhancements and programmatic changes.

A sample of response to Standard 3.2.1.

Survey results (2011-2012) indicate candidates had the least amount of confidence …to design instruction for …Social Studies Methods. Candidate course ratings and suggestions for course improvement were shared with …Social Studies Methods instructors. Continuous improvement efforts focused on …including more hands-on instruction in the field for students to achieve mastery. In April 2013, the Elementary Education program leader created a faculty discussion board to discuss ways for candidates to better design instruction so that their students will achieve mastery in the content area of social studies.

IPEP and APEP Reporting

- During the site visit year, institutions are to submit IPEP and or APEP reports for each program as required by the November 15th submission deadline.

- The on-site visit team will not be reviewing IPEP and APEP reports submitted during the final year of the continued approval cycle.

www.FLDOE.org