Guidance on Program Summary Reporting for Continued Approval Site Visits Transcript

Slide 1: Welcome to the Bureau of Educator Recruitment, Development and Retention's Training on program summary reporting for continued approval site visits. Thank you for making time in your schedule to attend this technical assistance session.

To help you understand this guidance on program summary reporting, you may wish to refer to the Continued Program Approval Standards, either for Initial Teacher Preparation programs and/or for educator preparation institutes. Also, for Educational Leadership programs you may refer to the current Standards for Initial and Continued Approval of Educational Leadership Preparation Programs.

During this technical assistance, I will cover the preparation of the program summary report, as provided for in the new continued approval standards. Please note that if your institution also has a state-approved educational leadership program, a program summary report will also be required for these programs even though they are not part of the revised continued approval standards. I will address how you will create a program summary report for these programs as well.

Slide 2: The foundation of the continued program approval process is explained in Florida Statutes in sections 1004.04 and 1004.85 and in State Board of Education Rule 6A-5.066. The program summary reports are an essential component of the evidence that the program is implementing the requirements of the standards, evidence that candidates have demonstrated the knowledge and skills to be effective teachers and outcomes of positive performance by the program's recent completers.

Slide 3: The program summary report is a synthesis on how the program is effective in admitting and developing quality candidates, ensuring their successful progress in coursework and clinical experiences, and preparing completers to be capable teachers in leading student learning. The report analyzes patterns and trends and reflects upon decisions made to ensuring high quality completers using data from the APPRs. The program summary report describes improvements resulting from careful analysis of outcome data as reflected in the annual IPEPs and APEPs.

Slide 4: The program summary report is not a series of each annual IPEP or APEP submission, compiled into one document, but you may see trends in improved quality of admitted candidates' due to policy changes. A program summary report does not combine or collapse programs into one report, such as foreign languages and sciences; however, there may be problem-solving decisions and continuous improvements that had impact on these programs as a whole. Therefore, you may copy and paste these

common descriptions into each report, if they are applicable and appropriate. The program summary report does not list how the program simply meets requirements such as a curriculum map showing how the Uniform Core Curricula (UCC) are covered. However, you may describe curricula improvements as a result of assessment data indicating candidates' weaknesses in an aspect of the UCC. The program summary report does not focus solely on actions, activities or plans that are hoped for in the future. The program summary report does not comprise of unrelated data such as stakeholders' meeting minutes but it may include descriptions such as improved clinical experiences due to stakeholders' decisions to initiate professional development for supervising faculty and teachers. Avoid qualitative descriptions that do not reflect evidence of outcome measurements or performance data. For example, alumni survey comments of how much completers loved their program is not evidence of performance. However, survey data where significant number of alumni responded that the program should better cover the use of assessment data, and these comments led to changes, would be useful in a program summary report.

Slide 5: For each program that you wish to continue as a state approved program, you will need to develop and submit a program summary report. This includes all of the subject area programs, non-classroom instructional areas such as school psychologist, stand-alone endorsements such as Reading or ESOL Endorsements, Educator Preparation Institutes and Educational Leadership.

The program summary reports are reviewed by the site visit team during an off-site review. An off-site review is where the team members access and evaluate each of the IPEPs and/or APEPs during the continued program approval of up to the past four years and each of the program summary reports. Then, the site visit team prepares an "Off-Site Visit Preliminary Findings Report" which details for each standard and indicator the findings, issues and or questions for further review, as well as recognized accolades and team's recommendations. The site visit team prepares one Off-Site Visit Preliminary Findings Report that covers all of the programs under review.

Program summary reports are to be submitted at least six months in advance of the on-site visit date. A representative from the department will contact each institution with the deadline for submitting these program summary reports.

Slide 6: You should be asking critical questions as you develop your program summary report. Here are a few but you may consider other appropriate questions.
- Consider what performance data from the APPRs formed program improvements?
- Did completer performance improve after implementing those programmatic changes?
- What strategies were developed and implemented to resolve performance weaknesses and to sustain strengths?

- What other candidate and completer performance data triggered program improvements?

- How did problem-solving measures serve candidates' and completers' needs?

- Were supports provided to completers under the "two-year guarantee" provided by statute? If yes, what assistance was provided and the results?

Note that some of these questions do not pertain to educational leadership programs, but many do.

Slide 7: Please take a moment to access the Continued Program Approval Standards. You may use either the Continued Program Approval Standards for Initial Teacher Preparation Programs, which is Form ITP CAS-2015 or for the Educator Preparation Institutes, Form EPI CAS-2015. For Educational Leadership programs you would use the current Standards for Initial and Continued Approval of Educational Leadership Preparation Programs.

Slide 8: This slide is a screen image of the first page for the Continued Program Approval Standards for Initial Teacher Preparation. The instructions for preparing a program summary report for either the Initial Teacher Preparation Programs or for the Educator Preparation Institutes are found in the middle column of the document. I will cover each of the standards and indicators in which a program summary report is required.

Slide 9: There are up to three areas for program summary report responses. For Initial Teacher Preparation programs, summary reports are required for Standard 1, Indicator 1.1, Criterion 2 if the 10% waiver provision is applicable to the program. Educator Preparation Institutes and Educational Leadership programs do not prepare a response to Standard 1. However, all Initial Teacher Preparation programs and Educator Preparation Institutes do respond to Standard 3. I will cover these standards in later slides.

Slide 10: For Initial Teacher Preparation programs, Florida Statute states that individuals who are admitted into a traditional, teacher preparation program must meet certain admission requirements. However, the program may accept students who do not meet these admission requirements with a limitation to 10% all those admitted into the program. Statute also states that the program must implement strategies that ensures these students will successfully progress through the program, accomplished the completion requirements and meet the requirements for certification.

Slide 11: If the program does admit students using the 10% waiver, then a summary report is required. The program summary report would provide a year-by-year table reflecting how many candidates were admitted by program under the waiver and

describe the assistance and progress made by candidates for demonstrating the competencies required for certification.

Slide 12: An example of a year-by-year institutional table is shown on this slide. There is no required template to use; however, the table should clearly show the number of candidates admitted, the number of candidates admitted who did not meet the minimum admission standards and the percent of these admitted candidates to all of the admitted candidates.

Slide 13: An example of a description is provided in this slide. This description should pertain to the admitted candidates for this ITP program and address the supports provided.

Slide 14: For ITP, EPI programs, and Educational Leadership Programs, a program summary report is not required for Standard 1, Indicators 1.2 and 1.3 which pertain the required knowledge, skills, and professional behaviors and demonstration of positive impact on student learning. Also, a program summary report is not required for Standard 2. 1 and 2.2 which pertains to field and clinical practices.

Slide 15: However, for ITP, EPI and Educational Leadership programs, a program summary report is required for Standard 3, on program effectiveness covering the continued approval period. This is where the program summary report should be clear, detailed, and specific to the standard and requirements, addressing all items for these indicators and criterion. Please note that Educational Leadership programs' current Standard 3 continued approval criteria are different from the ITP programs. You will note in the upcoming slides instructions for addressing Standard 3 specifically for Educational Leadership programs.

Slide 16: For ITP, EPI and Educational Leadership programs, prepare a summary or synthesis of data that were collected, analyzed and were reported in the annual IPEP and APEP reports. Be sure to identify and describe patterns and themes of data trends as a result of data analysis, as well as how those analyses impact changes to the program.

Slide 17: You should note that for Educational Leadership Programs, the program summary does not address the current continued approval Standard 3 that is in place for these programs. Slide 18: It will address the same 3.1.1 indicator that ITP programs address. The Educational Leadership Standard 3 indicator that is closest in meaning to this one is 3.4.1.

Slide 18: For ITP and EPI programs, be sure to cover each of the data sources shown in Standard 3, Indicator 1. This is where the program provides aggregated data

Slide 19: For Educational Leadership Programs, the program must aggregate and analyze all data it has gathered over the continued approval period, including candidate data it has gathered during the program; placement, retention and performance evaluation data on completers; any data on the candidates' performance in field and clinical experiences; candidate FELE subtest results; candidate and completer program satisfaction data gathered through surveys or other sources; and any other outcome data results the program has gathered.

Slide 20: For ITP and EPI programs, 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. For Educational Leadership Programs, Indicator 3.1.2 is not applicable.

Slide 21: For ALL programs – ITP, EPI and Educational Leadership – a summary or synthesis of continuous improvement outcome is to be prepared that covers the continued approval period. This will include both stakeholder involvement in decision-making as well as how the specific program is using the data results for program enhancements and changes.

Slide 22: A sample descriptive response for Standard 3.2.1 is shown on this slide.

Slide 24: Please note that although a site visit is occurring, the institution is still required to submit an IPEP and/or APEP report for each of its programs by the November 15th submission deadline. For example, all of the institutions that are having an on-site visit review in Fall 2016, will be required to submit an IPEP and/or an APEP report covering the academic year 2014-2015 for each of its programs by November 15, 2016. However, the on-site visit team will not be reviewing these 2014-2015 IPEP and APEP reports.

This concludes the training for Program Summary Reports for Continued Approval Site Visits. If you have questions, please contact the Office of Educator Preparation at 850-245-0435. Thank you for your attention.