

2009-10 INSTITUTIONAL PROGRAM EVALUATION PLAN SUBMISSION

Office of Educator Preparation

Bureau of Educator Recruitment, Development, and
Retention

September 2011

Purpose of Institutional Program Evaluation Plans- IPEPs (Statutory Authority)

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□ **Section 1004.04 (5)(c), Florida Statutes:**

“Continued approval ...is contingent upon the results of periodic reviews...of the program conducted by the ...institution, using...criteria outlined in an **institutional program evaluation plan** approved by the Department of Education.”

Purpose of Institutional Program Evaluation Plans- IPEPs (State Board Rule)

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State Board Rule 6A-5.066 (1)(d)1.,2.

- “Continued approval of an initial teacher preparation program shall be based upon the Department’s review of the **institution’s institutional program evaluation plan (IPEP)**...the institution’s description of its continuous improvement of the program throughout the approval period...The IPEP shall be based upon an annual internal analysis of collected data and published annually for the general public.”
- “The IPEP shall **include at a minimum data from each year of the program approval period** collected by the teacher education unit **for candidates in each approved program and across all programs** approved at the institution.”

2009-10 IPEP SUBMISSION

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All Institutions with State-Approved Initial Teacher Preparation Programs Must Submit an IPEP by:

Tuesday, November 15, 2011

- ~30 Institutions to be reviewed
- ~ 300 Programs to be reviewed

2009-2010 IPEP Review Process

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- Anticipate a peer review
- Draft review form provided
 - Checklist Format
 - Opportunity provided to include brief comments for each item and overall standard comments
 - Reviews will grow in rigor as institutions become more accustomed to submitting IPEPs annually

Reminders about eIPEP

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The screenshot shows the eIPEP web application interface. The browser window title is "Edit Current Reports - Windows Internet Explorer". The address bar shows the URL "https://www.florida-eipec.org/institute/currentReport.aspx". The page is logged in as "DOE TestCoordinator" with "Logout", "My Info", and "Help" buttons. The navigation menu includes "Home", "Manage Users", "Edit Current Report", and "Reports".

The main content area is titled "Edit/View Current Reports" and contains two sections: "Institutional Data" and "Program Specific Data".

Institutional Data

Before choosing which programs to view, edit, or associate with a Candidate or a Completer, select an action from the list at right, then click Go.

Program Specific Data

Program	Degree Level	Action	Go
Biology	Bachelor's	-- Select an option and click 'Go' --	Go
Chemistry	Bachelor's	-- Select an option and click 'Go' --	Go
Elementary Education/ESOL	Bachelor's	-- Select an option and click 'Go' --	Go
Endorsement: Reading	Endorsement	-- Select an option and click 'Go' --	Go
Exceptional Student Education/ESOL	Bachelor's	-- Select an option and click 'Go' --	Go
Exceptional Student Education/PreK Disab/ESOL	Master's	-- Select an option and click 'Go' --	Go
Exceptional Student Education/Reading/ESOL	Master's	-- Select an option and click 'Go' --	Go
Mathematics	Bachelor's	-- Select an option and click 'Go' --	Go
Music	Bachelor's	-- Select an option and click 'Go' --	Go

The dropdown menu is open, showing the following options:

- Select an option and click 'Go' --
- Select an option and click 'Go' --
- Candidate Data
- Completer Data
- Edit IPEP Details for 2009 - 2010
- Review Final IPEP Report for 2009 - 2010

Reminders about eIPEP

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- eIPEP Coordinator
 - Has unit level functionalities
 - Able designate/assign a document or narrative to multiple programs
 - Able to enter information in Standard 1.2, 1.3, 3.4, 3.5, and the Executive Summary
- eIPEP Editor
 - Has program level functionalities
- eIPEP Certifying Officer
 - Has read-only capabilities
 - Has final authority to submit IPEP to DOE

Data Reported in IPEP:

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- Data Reported by the Institution
 - Candidate performance data for the Uniform Core Curriculum aggregated to the program level
 - Program candidates' impact on student learning in field experience
 - Completer satisfaction with preparation based on the first year of teaching following program completion
 - Employer satisfaction with completers' preparedness for the first year of teaching following program completion

- Data Computed/Provided by eIPEP
 - Program admission, enrollment, and completion data
 - Program 10% admission waiver data
 - Program Florida Teacher Certification Examination (FTCE) pass rates
 - Percentage of completers employed the first year following program completion
 - Completers' average length of stay in the classroom
 - Program completers' impact on student learning their first year of teaching following program completion

1.1 A. Florida Educator Accomplished Practices (FEAPs) and Professional Education Competencies and Skills for Teacher Certification (PECs)

A matrix, for each state-approved program:

- That fully describes the assessment/activity and course title for each FEAP/PEC.
- Show how and where each FEAP/PEC is assessed at least twice, once in coursework and once in field experience.
- Must include these components:
 - Title of Activity/Assessment
 - Performance measure/indicator that is being assessed
 - Purpose/description of activity or assessment
 - Instrument used, i.e. rubric, examination, feedback form, etc.

1.1 B. Subject Area Competencies and Skills for Teacher Certification

For all programs that assess competencies within education courses, the following must be included:

- ❑ Title of Activity/Assessment
- ❑ Competency that is being assessed
- ❑ Purpose and description of activity or assessment
- ❑ Instrument used (i.e. rubric, examination, feedback form)
- ❑ Sample rubrics or assessment criteria for tasks should be provided.
- ❑ A curriculum map/chart/matrix that indicates where each competency and its indicators are addressed
- ❑ Identify the edition of the Subject Area Competencies and Skills that is being used

For all programs that assess competencies in general education courses, the following must be included:

- ❑ Course descriptions are provided of all required courses where competencies are covered
- ❑ Description of program review of course grades and performance levels required for demonstration of competencies
- ❑ Identify the edition of the Subject Area Competencies and Skills that is being used

1.1 B. Subject Area Competencies and Skills for Teacher Certification

For all master's level programs in middle and secondary content areas and other K-12 certification areas, the following must be included:

- Description of program review of course grades and performance levels required for demonstration of competencies is provided if the program requires completion of specific undergraduate coursework OR description of how documentation of a passing score on the Subject Area Examination is provided during the admissions process
- Identify the edition of the Subject Area Competencies and Skills that is being used

1.1.C. ESOL Requirements for State-Approved Programs

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For All Primary Literacy Programs

- A matrix must include a description of the assessment/activity and course title.
- The description of the assessment must include:
 - Title of Activity/Assessment
 - Competency being assessed
 - Purpose and description of activity or assessment
 - Instrument used (i.e., rubric, examination, feedback form)

For All Other (Non Primary Literacy) Programs

- Provide the course syllabus from the ESOL survey course that is being used.

1.1.D. Knowledge and understanding of Next Generation Sunshine State Standards

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- A narrative that indicates the course(s) where the Next Generation Sunshine State Standards (NGSSS) are addressed and in what critical tasks/assessments/lesson plan templates NGSSS are addressed

1.1.E. The Reading Matrix

- Programs with the Reading Endorsement must address Reading Endorsement Competencies 1-6
- Programs in Elementary Education, Pre-K/Primary Education, and Exceptional Student Education must address Reading Endorsement Competencies 1-5
- All other programs must address Reading Endorsement Competencies 1 & 2
- The Reading Matrix must include:
 - Title of Activity/Assessment for Each Indicator
 - Purpose and Description of Activity or Assessment
 - Instrument Used (i.e., rubric, examination, feedback form)
 - Narrative of where the assessments are used in both coursework and field/clinical experiences.

1.1.F. Matrix for All Other Elements of the Uniform Core Curriculum

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For Elementary Education, Exceptional Student Education, Pre-K/Primary Education, Mathematics, Middle Grades Mathematics, and Middle Grades Integrated Curriculum programs the matrix must address other elements a-m and include the following:

- Competency being addressed
- Course where it is addressed
- Course syllabi that address higher level mathematics concepts instruction for P-12 students

For all other programs the matrix must address other elements b-m and include the following:

- Competency being addressed
- Course where it is addressed

1.2 Field/Clinical Sites Represent Diverse Cultures and Varying Exceptionalities and Performance Levels, in a Variety of Settings, Including High-needs Schools

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- 1.2.A. A narrative is provided that describes how field placements and sites are selected. A description of tasks associated with each field experience or observation should be included in a table or clearly delineated in the narrative.
- 1.2.B. For programs that lead to an ESOL Endorsement, a narrative is provided that describes how placements and sites are selected for students to fulfill the ESOL practicum experience.
- 1.2.C. For programs that lead to a Reading Endorsement, a narrative is provided that describes how placements and sites are selected for students to fulfill the Reading practicum experience.
- 1.2.D. or programs that lead to a Stand-Alone Endorsement (i.e. Gifted, Pre-K Disabilities, and Autism), a narrative is provided that describes how placements and sites are selected for students to fulfill the practicum experience.

1.3. Program Faculty Meet State-mandated Requirements For Supervision of Field/Clinical Experiences and Faculty Credentials for ESOL

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1.3.A. All faculty who supervise field/clinical experiences

- Describe the process used to ensure faculty who supervise field/clinical experiences meet state requirements for supervision.

1.3.B. Faculty teaching ESOL specific and ESOL Infused Courses

- Describe requirements for faculty who instruct ESOL specific and ESOL infused.
- Describe faculty development plan for ESOL support and professional development.

1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.

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If institution places students:

- Describe how requirements for school district personnel are documented and monitored.

If districts place students:

- Provide a letter or official documentation from the district stating that all students will be placed with teachers who meet state requirements.

2.1 Each Program Consistently Applies State-mandated Admission Requirements

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- Describe how state-mandated requirements are tracked
- Describe program admission processes
- Describe the assistance/remediation provided to candidates who are admitted under the 10% waiver

2.2 Candidate Evidence of Attainment Of Uniform Core Curricular Content Is Assessed and Data are Collected from Coursework, Field/Clinical Experiences, and on the Florida Teacher Certification Examinations

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- Describe candidate progression throughout the program
- Provide description of assessment points:
 - prior to student teaching/final internship
 - at program completion
- Provide candidate performance data aggregated to the program level for the:
 - FEAPs
 - PECs
 - Subject Area Competencies and Skills
 - ESOL Performance Standards
 - Reading Competencies

2.3 Candidates Demonstrate Impact on P-12 Student Learning Based on Student Achievement Data within Field/Clinical Experiences

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- Narrative provided that describes how impact on prekindergarten-12 learning data is collected during field/clinical experiences
- Describe a formal process for collecting and analyzing results of impact
- Provide results of the candidate impact data collected, aggregated to the program level

2.4 The Program Documents the Assistance and Results of Assistance Provided to Program Completers

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- Describe plan in place to support or remediate program completers if support or remediation is requested
- Provide documentation of any support or remediation that was provided to program completers and the results

3.1 The Program Remains Responsive to the Needs of the State and Districts Served

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- Describe the needs of the state and/or district the program is addressing
- Provide documentation of state and/or district needs
 - Growing enrollments
 - Test scores
 - Need for special programs
 - High need areas
 - Teacher shortages
- Identification of certification ombudsman

3.2 Employers of Program Completers Indicate Satisfaction with the Level of Preparedness for the First Year of Teaching

- Describes how employer satisfaction data, percentage of completers employed the first year following program completion, and completers' length of stay in the classroom are collected
- If data collected from the state survey and employment data provided by the Florida Department of Education are used, indicate this in the narrative.
- Provide summary of the results of the employer satisfaction data.
- If the program has developed its own employer satisfaction survey, upload a copy of the survey.

3.3 Program Completers Indicate Satisfaction with the Level of Preparedness for the First Year of Teaching

- Describe how completer satisfaction data are collected.
- If data collected from the state survey are used, indicate this in the narrative.
- Provide summary of the results of the completer satisfaction data.
- If the program has developed its own completer satisfaction survey, upload a copy of the survey.

3.4 Completers Demonstrate Impact on P-12 Student Learning Based on Student Achievement Data During the First Year of Teaching

- Describe the plan in place to collect impact on prekindergarten-12 learning data for program completers providing instruction in non-FCAT assessed grade levels and subject areas.
- Describe process for collecting and analyzing results of impact.
- Provide results of the data collected (non-FCAT), aggregated to the program level.

3.5 Continuous Improvement Across and Within Programs is the Result of Routine Analysis of Data Collected and Recent Faculty Experiences

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- 3.5.A
 - Describe the formal annual evaluation process including how data are analyzed and disseminated
 - Describe how decisions are made based on the data analysis, including the following elements:
 - Description of the team members involved in data analysis and decision making at the program level
 - Description of stakeholder involvement and how it contributes to the decision-making process
 - Description of how faculty recency of experiences data are collected and how data contribute to the decision-making process.
- 3.5.B
 - Provide a summary of annual data analysis and how it was used to inform programmatic decisions for the following academic year

QUESTIONS

Contact Information

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- IPEP Technical Issues

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