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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 1.1 Current mandated state requirements and curricular content are consistently implemented and published in required documents.** | | |
| **Standard 1.1 A - FEAPs/PECs** | | |
| A [matrix](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\School_Counseling_Feaps%201-12%20Rev%202011.doc) is provided that includes a full description of the assessment/activity and course title for each FEAO/PEC. The description of th4e activity itself must include the following components:   * Title of Activity/Assessment * Performance measure/indicator that is being assessed * Purpose/description of activity or assessment * Instrument used, i.e., [rubric](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20Rubrics%202011), examination, feedback form, etc. | In order to demonstrate the alignment of the task, rubric, the following must be included:  A [matrix](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\School_Counseling_Feaps%201-12%20Rev%202011.doc) is provided that includes a full description of the assessment/activity and course title for each FEAP/PED. The description of the activity itself must include the following components:   * Title of [Activity](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\School_Counseling_Feaps%201-12%20Rev%202011.doc)/Assessment * Performance measure/indicator that is being assessed * [Purpose](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\School_Counseling_Feaps%201-12%20Rev%202011.doc)/description of activity or assessment * Instrument used, i.e., [rubric](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20Rubrics%202011), examination, feedback form, etc. * Sample [rubrics](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20Rubrics%202011) or assessment criteria for tasks should be provided. | * [Curriculum](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20School%20Counseling%20Curriculum%20Matrix) maps/matrices/modules with descriptions of performance measures/indicators and tasks used to assess the FEAPs/PECs. * [Curriculum](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20School%20Counseling%20Curriculum%20Matrix) maps/matrices/modules that show where two points are assessed; once in coursework, the other, in student teaching. * [FEAP Rubrics 2011](file:///C:\Documents%20and%20Settings\afinn\Desktop\DOE%202011%20School%20Couns\FEAP%20Rubrics%202011)Rubrics that have criteria that are clearly linked to the performance measures/indicator. (Rubrics will be reviewed by random selection.) * If assessment instruments other than rubrics are used, such as exams, feedback forms, etc., these should be provided. (Assessment instruments will be reviewed by random selection.) * [Syllabi](School%20Counseling%20Syllabi) that clearly articulate the link between tasks/assessments and the performance measures/indicators to be assessed. (Syllabi will e reviewed by random selection.) |
| **Standard 1.1 B – Subject Area Competencies** | | |
| **For all programs that assess competencies within education courses, the following must be included:**  The [matrix](Guidance%20and%20Counseling%20Competencies/Counseling%20Competencies%20Matrix%20and%20Critical%20Task%20rev.doc) must include the following:   * Title of Activity/Assessment * Competency that is being assessed * Purpose and description of activity or assessment * Instrument used, i.e., rubric, examination, feedback form, etc. * Sample [rubrics](Guidance%20and%20Counseling%20Competencies/Competency%20rubrics) or assessment criteria for tasks should be provided.   A [curriculum](Guidance%20and%20Counseling%20Competencies/School_Counseling_Competencies_Matrix.doc) map/[chart](Guidance%20and%20Counseling%20Competencies/Counselin%20Competencies%20Matrix%20and%20Critical%20Task.doc)/matrix is provided that indicates where each competency and its indicators are addressed.  **For programs that assess competencies in general education courses the following must be included:**  Course descriptions are provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the *Subject Area Competencies and Skills. A description must be included of the process through which the program reviews course grades and performance levels required for demonstration of the* Subject Area Competencies and Skills.  **For programs that assess competencies in upper division education courses the following must be included:**  A course sequence of all upper division courses is provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the *Subject Area Competencies and Skills.* A description must be included that details the process through which the programs reviews course grades (performance levels) required for demonstration of the *Subject Area Competencies and Skills.*  A curriculum map/chart/matrix is provided that indicates where each competency and it indicators are addressed.  **For master’s level programs in the middle and secondary content areas and other K-12 certification areas, such as Art, Music, and Physical Education that are initial certification, the *Subject Area Competencies and Skills for Teachers Certification* may be assessed the following ways:**  A description of how students should meet the *Subject Area Competencies and Skills is included. For those masters’ level programs that require completion of undergraduate coursework for demonstration of the Subject Area Competencies and Skills,* a description is provided that indicates how the program reviews course grades. For those programs that require a passing score on the Subject Area Examination prior to admission, a description is provided that indicates how these scores are documented in the admissions process. | | **For those programs that have competencies assessed within education coursework, the following must be shown:**   * Curriculum maps/matrices/modules with descriptions of indicators and tasks used to assess competencies (for those competencies covered in education coursework) * Rubrics that have criteria that are clearly linked to the indicator. (Rubrics will be reviewed by random selection.) * Samples of assessment instruments other than rubrics, such as exams, feedback forms, etc.   **For those programs that have competencies assessed outside of education coursework, the following must be shown:**   * Curriculum maps/matrices/modules that show where the indicators are addressed in coursework (all programs) * Catalog * Student Handbook |
| **Standard 1.1 C – ESOL Requirements** | | |
| **For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-k/Primary Education:**  The matrix used to show where the ESOL/ELL Performance Standards must include a description of the assessment/activity and course title. The description of the assessment itself must include the following components?   * Title of Activity/Assessment * Competency that is being assessed * Purpose and description of activity or assessment * Instrument used, i.e., rubric, examination, feedback form, etc. * Not Applicable for School Counseling | | **For all programs:**   * Syllabi (syllabi will be reviewed by random selection)   **For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-k/Primary Education:**   * Rubrics and/or assessment instruments, i.e., feedback forms, exams, etc. (rubrics will be reviewed by random selection) * Work samples (optional) * Observation/field experience forms * Not Applicable for School Counseling |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 1.1 D – Next Generation Sunshine State Standards** | | |
| A narrative is provided that addresses in what critical tasks/assessment/lesson plan template the Next Generation Sunshine State Standards are addressed.  The School Counseling Program does not address the Next Generation Sunshine State Standards. It is not an initial Certification Teacher Prep Program. Not Applicable for School Counseling | | * Syllabi (syllabi will be reviewed by random selection) * Lesson plan template * Not Applicable for School Counseling |
| * **Standard 1.1 E – Reading matrix** | | |
| The [matrix](School%20Counseling%20Reading%20Competency%20Matrix) must include the following:   * [matrix](file:///\\fgcu-coral\root\private\AAED\DOE%202011%20School%20Couns\School%20Counseling%20Reading%20Competency%20Matrix) Title of Activity/Assessment * Competency that is being assessed * Purpose and description of activity or assessment * Instrument used, i.e., rubric, examination, feedback form, etc.   A narrative should also accompany the matrix that provides an overview of the assessments in both coursework and field/clinical experiences. | | * [Reading](READING%20Competency%202%20Matrix.docx) matrix * [Syllabi](School%20Counseling%20Syllabi%20REV%202011/reading) of courses that address the reading indicators and include the tasks shown in the matrix (Syllabi will be reviewed by random selection.) |
| * **Standard 1.1 F – All other elements of the Uniform Core Curriculum** | | |
| The matrix must include the following:   * Competency being addressed * Course where it is addressed * Course syllabi that address higher level mathematics concepts instruction for P-12 Students | | * Matrix indicating where each of the “other elements” is addressed throughout each state-approved program. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 1.2 Field/clinical sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.** | | |
| **Standard 1.2 A - Placement Data** | | |
| A narrative is provided that describes how placements and sites are [selected](2011%20DOE%201.2A.docx). A description of tasks associated with each field experience or observation should be included in a table or clearly delineated in [syllabi](School%20Counseling%20Syllabi%20REV%202011/Internship%20Syllabi).  Master’s level programs that provide initial certification for teacher candidates who are already teaching in the classroom may have the multiple placements within the teacher’s school. A narrative must be provided that explains how this is achieved through varying student populations. | | * Random selection of candidates’ site placements and how they meet diversity requirement, i.e., grade level, ethnicities of student population, free-reduced lunch population, exceptionalities with class, setting- rural, urban, suburban. |
| **Standard 1.2 B – Placement Data (ESOL)** | | |
| A narrative is provided that describes how placements and sites are selected for students. NA School Counseling | | * Random sleetction of student placements * Random selection of candidates’ site placement and how they meet ESOL requirement |
| **Standard 1.2 C – Placement Data (Reading Endorsement)** | | |
| A narrative is provided that describes how placements and sites are selected for students. NA |  | * Random selection of student placements * Random selection of candidates’ site placements * Competency six of the reading endorsement that has been state approved |
| **Standard 1.2 D– Placement Data (All Endorsements)** | | |
| A narrative is provided that describes how placements and sites are selected for students. NA | | * Random selection of student placements * Random selection of candidates’ site placements |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 1.3 Program faculty meet state-mandated requirements for supervision of field/clinical experiences and faculty credentials for ESOL.** | | |
| **Standard 1.3 A – Faculty Qualifications** | | |
| A narrative must be provided that desscribes how faculty meet state requirements for [supervision](1.3A%20Faculty%20diversity%20training.docx). A table indicating faculty credentials based on state requirements may be included. | | * Supervising faculty vitae * Random selection of student placements |
| **Standard 1.3 B – ESOL Requirements** | | |
| A narrative is provided that addresses the faculty requirements for ESOL specific and ESOL infused courses, as well as a faculty development plan for support and professional development.  NA | | * Faculty vitae * Professional development plan |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.** | | |
| **Standard 1.4 A – District personnel requirements** | | |
| A [narrative](1.4D%20Site%20Supervisor%20Credentialing.docx) should be provided that explains how requirements for school district personnel are documented an monitored. For those institutions that work with districts that place their students, a letter from the district must be placed with teachers who meet state requirements. | | * [Description](1.4D%20Site%20Supervisor%20Credentialing.docx) of the process in which district qualifications are monitored. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 2.1 Each program consistently applies state-mandated admission requirements.** | | |
| **Standard 2.1 A – Admission data** | | |
| A [narrative](DOE%202011%202.1A.docx) is provided that addresses all requirements and describes admission processes. Annual data for the number of candidates admitted, enrolled and completed for the entire continued approval period are included. | | * Teacher Education files (SUS Institutions) * Files submitted to the Florida Department of Education (ICUF Institutions) * [Advising](school_counseling_planned_program_9-14-2011.pdf) sheets in files * MA [Catalog](MA%20School%20Counseling%202011%20Unicersity%20Catalog.docx)s and M.Ed. [Catalog](M.Ed.%20School%20Counseling%20Catalog%202011.docx) * Remediation plans for students admitted under 10% waiver |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 2.2 Candidate evidence of att6ainment of Uniform Core Curricular content is assessed and data are collected from coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.** | | |
| **Standard 2.2 A – Assessment Performance**  **(1. FEAPs, 2. Subject Area Competencies)** | | |
| A [narrative](DOE%202011%202.2A%20Assessment%20Performance.docx) is provided that describes candidate progression throughout the program, including the assessment [point](Counseling%20Program%20Transition%20Point%20Assessments.docx) prior to internship and at program completion. Candidate performance data for the [FEAPs](10CounselingFEAPS.doc), PECs, and *Subject Area Competencies and Skills* at both the individual and program level is submitted annually. | A [narrative](DOE%202011%202.2A%20Assessment%20Performance.docx) is provided that describes candidate progression throughout the program, including the assessment [point](Counseling%20Program%20Transition%20Point%20Assessments.docx) prior to student teaching and one at program completion. Candidate performance data for the [REAPs](10CounselingFEAPS.doc), PECs, and the *Subject Area Competencies and Skills* at both the individual and program level is provided for the entire continued approval period.  A flowchart is provided that illustrates the process of how candidate performance data is collected on the FEAPs, PECs, and *Subject Area Competencies and Skills*, including personnel, data sources and flow of data. | * [Data](Major%20School%20Counseling%20-%20AY10-11%20Assessment%20Report.pdf) reports both at the individual and program level * A variety of work samples with feedback related to the progress that leads to the mastery of the competency * A [flowchart](School%20Cousneling%20Candidate%20Data%20Collection%20and%20Review.pptx) that describes the process of how the data is collected on the FEAPs, PECs, and *Subject Area Competencies and Skills* including staff, data sources and flow of data. |
| **(3. ESOL Infused Programs)** | | |
| Candidate performance data for the ESOL Performance Standards and the *Subject Area Competencies and Skills for ESOL* at both the individual and program level is submitted annually. Does not apply | Candidate performance data on mastery of the ESOL Performance Standards and the *ESOL Subject Area Competencies and Skills* is collected at both the individual and program level is provided for the continued approval period NA | * Data reports both at the individual and program level * Work samples with feedback (optional feedback) |
| **(4. Reading Matrix)** | | |
| NA | Candidate performance data for the reading competencies at both the individual and program level is provided for the continued approval period. | * Data reports both at the individual and program level * Work samples with feedback |
| **Standard 2.2 A – Assessment Performance ( Pass Rate Data)** | | |
|  |  | * [DOE 2011 2.2A Assessment Performance.docx](DOE%202011%202.2A%20Assessment%20Performance.docx)Standard reports * Completer pass files |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 2.3 Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences.** | | |
| **Standard 2.3 A – Impact Data** | | |
| A [narrative](2.3a%20Impact%20on%20Student%20Learning.docx) is provided that describes how impact on prekindergarten-12 learning data is collected during field/clinical experiences. A formal process for collecting and analyzing results of impact is also described. Results of that data are submitted annually. | A [narrative](2.3a%20Impact%20on%20Student%20Learning.docx) that describes how the data is collected and the results of that data for the entire continued approval period are provided. | * Results of impact on prekindergarten-12 learning in field/clinical experiences * Work samples with feedback |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 2.4** | | |
| **Standard 2.4 A Remediation Information** | | |
| NR School Counseling |  | * Documentation any support or remediation given and the results if applicable. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.1 The program remains responsive to the needs of the state and districts served.** | | |
| **Standard 3.1 A District shortage needs, critical teacher shortage needs** | | |
| A narrative is provided that describes the needs of the state and/or district the program is addressing. Documentation of needs is shown, i.e., growing enrollments, test scores need for special programs, high need areas, teacher shortages. **NA School Counseling** | | * Data on the district needs or state needs |
| **Standard 3.1 B Certification Ombudsperson Identification** | | |
| Identification of certification ombudsman must be provided. **NA School Counseling** | |  |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.2 Employers of program completers indicate satisfaction with the level or preparedness for the first year of teaching, including the percentage of program completers hired following the first year of program completion and length of stay in the classroom.** | | |
| **Standard 3.2 A – Survey, Summary of data, percentage employed in first year, DOE length of stay in classroom data** | | |
| A narrative that describes how the data is collected. Results of that data are submitted annually  **SEE COE/DOE data.** | A narrative that describes how the data collected and the results of that data for the entire continued approval period. | * Results of employer satisfaction survey data for entire continuing approval period. * Results of percentage of completers employed in Florida public schools following the first year of program completion for entire continuing approval period. * Length of stay in classroom data for entire continuing approval period. * Copy of the employer satisfaction survey. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.3 Program completers indicate satisfaction with the level of preparedness for the first year of teaching.** | | |
| **Standard 3.3 A – Survey, Summary of Data** | | |
| A narrative that describes how the data is collected. Results of that data are submitted annually. **See Exit review and graduate and employer survey** | A narrative that describes how the data are collected and the results of that data for the entire continued approval period. | * Results of completer satisfaction survey data for entire continuing approval period. * Copy of the completer satisfaction survey. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.4 Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching.** | | |
| **Standard 3.4 A – First year teaching data** | | |
| A narrative that describes how the data are collected. Results of that data are submitted annually. **NA School Counseling** | A narrative that describes how the data are collected and the results of that data for the entire continued approval period. | * Results of impact on prekindergarten-12 learning in first year of teaching. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.** | | |
| **Standard 3.5 A – Annual evaluation process** | | |
| A narrative describing formal annual evaluation process including how data is analyzed and disseminated. A description of how decisions are made based on the data analysis is provided 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 of recency of experiences data is collected an how it contributes to the decision-making process. | A narrative describing the formal annual evaluation process, including how data is analyzed and disseminated. A description of how decisions are made based on the data analysis provided 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 of recency of experiences data is collected an how it contributes to the decision-making process.   A flowchart is provided that illustrates how data is analyzed and disseminated. The flow of data for decision making purposes should also be indicated. | * Minutes from meetings * Flowchart indicating the flow of data from analysis to decision-making * Faculty recency of experience data. |

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| **IPEP Reporting** | **Summary Report** | **Supporting Data for the Exhibit Room** |
| **Standard 3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.** | | |
| **Standard 3.5 B – Summary of data analysis from Standards 2 and 3 for entire program approval period** | | |
| A narrative is provided that describes the summary of annual data analysis and how it was used to inform programmatic decision for the following academic year. | A narrative is provided that describes the summary of data analysis and how it was used to inform programmatic decision for the entire continuing approval period. A description of the changes that occurred during the continuous approval period is included as well as the expectations for the program during the next continuous approval cycle. | * Data analysis of candidate performance data   + Reports of FEAPS, Competencies and skills, FTCE pass rates for the approval period at the individual and program level   + Reports on remediation of completers, if applicable. * Data analysis of impact of P-12 learning   + Reports of data on impact of P-12 learning in field experiences/student teaching   + Reports of data on impact of P-12 learning during first year of teaching. * Data analysis of state and district needs   + Programmatic changes made to the program during the continued approval period based on district and/or state needs, i.e., growing student populations, district test scores, need for special programs, high need areas, teacher shortages, etc. * Data analysis of employer satisfaction, rehire rates   + Results of employer satisfaction rehire rates   + Percentage of teachers employed in Florida public schools following the first year of program completion for entire continuing approval period.   + Length of stay in classroom data for entire continuing approval period * Data analysis of completer satisfaction   + Results of completer satisfaction survey data for entire continuing approval period * Minutes from stakeholder teams that demonstrate discussion of data analysis and decision-making process * Minutes from Advisory councils that demonstrate discussion of data analysis and decision-making process * Minutes from department meetings that demonstrate discussion of data analysis and decision-making process * Documented changes in program based on data analysis for continued approval period * Completed IPEPs for the entire continued approval period. |