

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS
 EDUCATOR PREPARATION INSTITUTE (EPI) (Form EPI CAS-2015)

<ol style="list-style-type: none"> 1. The program describes any changes that were implemented to admission policies, processes, methods and procedures used to determine candidates have met the state-mandated requirements outlined in s. 1004.85(3)(b), F.S., prior to admission, ensuring candidates have obtained a statement of status of eligibility that indicates his or her eligibility for the certification subject area in which coursework and field experiences have been based.. 2. The program describes any changes it has made to the process for the annual collection, monitoring and reporting of data on candidates admitted to the program. 3. The program describes any changes it has made to the education plan used with each candidate admitted to the program as outlined in s. 1004.85(3)(a)2., F.S. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.

Annual Program Evaluation Plan (APEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>1. The program describes any changes that were implemented for collecting and analyzing candidate performance data at the individual and program level to ensure each candidate’s mastery of the Uniform Core Curricula (UCC) and successfully passing each subsection of the Florida Teacher Certification Examination (FTCE).</p> <p>2. The program reports the following on the candidates’ mastery of competencies, prior to program completion:</p> <ul style="list-style-type: none"> • The number and percentage of candidates who met the program’s benchmarks for each component of the UCC in culminating field experiences: <ul style="list-style-type: none"> ○ Florida Educator Accomplished Practices (FEAPs) ○ State adopted content standards (Florida Standards) ○ Scientifically researched reading instruction ○ Content literacy and mathematics practices ○ Strategies appropriate for instruction of English language learners ○ Strategies appropriate for instruction of students with disabilities ○ School safety • The number and percentage of candidates passing each subtest of the Florida Teacher Certification Examination (FTCE) <ul style="list-style-type: none"> ○ General Knowledge Test ○ Subject Area Examination 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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<ul style="list-style-type: none"> ○ Professional Education Test <p>3. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the UCC.</p> <p>4. The program describes the assistance provided to and status of candidates who were not successful in passing any subtest of the FTCE.</p>		
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Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.		
Annual Program Evaluation Plan (APEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>1. The program describes any changes that were implemented:</p> <ul style="list-style-type: none"> • Evaluation method(s) utilized by program candidates to demonstrate positive impact on p-12 student learning; • How data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field experiences. <p>2. The program describes any changes that were implemented:</p> <ul style="list-style-type: none"> • P-12 student learning growth data gathered for each program completer within the first year of teaching after program completion; • How data results were collected, evaluated and analyzed in determining program completer impact on P-12 student learning growth while employed in a Florida public school. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Standard 2. Field/Clinical Practices		
The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.		
Indicator 2.1: Postsecondary or private provider staff meet the state-mandated requirements for supervision.		
Annual Program Evaluation Plan (APEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes that were implemented for confirming, collecting and monitoring the qualifications of postsecondary program faculty or private providers who instruct or supervise field experiences in which a candidate demonstrates his or her impact on p-12 student learning growth, as required in s. 1004.85(6), F.S.	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Indicator 2.2: Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.		
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<p>:</p> <p>The program describes (if appropriate):</p> <ol style="list-style-type: none"> 1. Changes to the selection and monitoring process for determining field and clinical settings with a diverse population of prekindergarten through grade 12 (p-12) students in a variety of settings in which the candidate demonstrates his or her ability to teach the subject area(s) for which she or he is seeking certification 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify

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<ol style="list-style-type: none">2. Summary of specific settings for field and clinical practices for the reporting year.3. Changes to how program candidates receive feedback on their progress through field clinical experiences.4. Remediation that was provided to program candidates who were unsuccessful in field clinical experiences.		exemplars and highlight continuous improvement.
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<p>Standard 3. Program Effectiveness The program supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its candidates and completers.</p>		
<p>Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.</p>		
<p>Annual Program Evaluation Plan (APEP).</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to:</p> <ul style="list-style-type: none"> • Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3). • Program completers’ performance as evidenced by the Annual Program Performance Report Card (APPR) (Standard 1.3). • Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3). • Program candidates’ culminating field experience performance evaluations in demonstration of mastery of the UCC (Standard 1.2). • Program candidates’ FTCE subtest results at the competency level (Standard 1.2). • Other program candidate or program completer outcome data results considered by the program. <p>2. The program describes for the reporting year how it analyzed the aggregated program candidate and program completer outcome data, and determined areas of need or weaknesses for consideration for program improvement.</p>	<p>1. The program prepares a summary/synthesis of data collected over the continued approval period as evidenced in the annual APEPs and describes patterns and themes of changes made to the program as a result of data analysis; and</p> <p>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.</p>	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
Annual Program Evaluation Plan (APEP).	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>The program describes for the reporting year:</p> <ol style="list-style-type: none"> 1. Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement. 2. Stakeholders (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning. 3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process. 	<ol style="list-style-type: none"> 1. The program prepares a continued approval period summary/ synthesis of continuous improvement outcomes that include: <ul style="list-style-type: none"> • Stakeholder involvement in programmatic decision-making; • How it used the data results for program enhancements and programmatic changes. 2. The program proposes a guiding question for the on-site review based on its data/analysis. 	<ul style="list-style-type: none"> • Off-site: Team identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Team seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

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**Continued Approval Site Visit
 Scoring Rubric**

Continued Approval Summative Rating Scoring Rubric	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Each indicator for each continued approval standard is reviewed and scored as follows: 3 = Acceptable Evidence provided by the program meets requirements for the standard's indicator. 2 = Needs Improvement Evidence provided by the program meets some of the requirements for the standard's indicator. 1 = Unacceptable Evidence provided by the program does not meet requirements for the standard's indicator.	"Acceptable" for all indicators of Standards 1, 2 and 3	"Acceptable" for each indicator of Standard 3 and indicators 1.2 and 1.3 of Standard 1, and no score of "Unacceptable" in any indicator of Standards 1 and 2	"Needs Improvement" for one or more indicators of Standard 3 and no score of "Unacceptable" in any indicator of Standards 1 and 2	"Unacceptable" on any indicator of Standards 1, 2 and 3