

STATE BOARD OF EDUCATION
Action Item
January 14, 2015

SUBJECT: Approval of Amendment to Rule 6A-5.066, Approval of Teacher Preparation Programs

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1004.04, Florida Statutes

EXECUTIVE SUMMARY

Teacher preparation programs in Florida must “produce completers with the competencies and skills necessary to achieve the state education goals; help all students in the state’s diverse student population meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability” (Section 1004.04(1)(b), F.S.).

This rule defines how programs, for the purpose of continued program approval or denial, demonstrate they have met the broad requirement of this statute noted above and the specific outcomes required by the Legislature according to Section 1004.04(3)(a-f), F.S.

Supporting Documentation Included: Proposed Rule 6A-5.066, FAC.; Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP IAS-2015; Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI IAS-2015; Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015; Florida Department of Education Continued Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP CAS-2015; Florida Department of Education Continued Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI CAS-2015; Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015; and Florida Department of Education Request to Submit Form, Form RTS-2015

Facilitator/Presenter: Brian Dassler, Deputy Chancellor for Educator Quality

Rule 6A-5.066 is substantially rewritten to read (see Florida Administrative Code for present text):

6A-5.066 Approval of ~~Preservice~~ Teacher Preparation Programs.

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida postsecondary institution, public school district or private provider.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term and spring term, usually mid-May to mid-May of each calendar year.

(b) “Annual demonstration of experience in a relevant prekindergarten through grade 12 (p-12) school setting” means p-12 school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a p-12 educator or providing p-12 instruction directly to p-12 students.

(c) “Annual Program Evaluation Plan” or “APEP” means the annual plan developed by each approved educator preparation institute to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(d) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in sections 1004.04(4)(a), 1004.85(4)(b) and 1012.56(8)(c)2., F.S.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a five-year period. The basis for continued approval is outlined in the documents entitled Florida Department of Education Continued Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP CAS-2015; Florida Department of Education Continued Program Approval Standards for

Educator Preparation Institutes (EPI), Form EPI CAS-2015; and Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with s. 1012.07, F.S.

(i) “District Program Evaluation Plan” or “DPEP” means the annual plan developed by each approved school district professional development certification program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(j) “Educator Accomplished Practices” mean those practices described in Rule 6A-5.065(2), F.A.C., which is incorporated herein by reference.

(k) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs from Florida postsecondary institutions, school districts and private providers.

(l) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private provider programs that provide instruction for non-education baccalaureate or higher degree holders under s. 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(m) “Equivalent program” means a teacher preparation program that is offered in more than one institution or school district that prepares candidates in the same specific educator certification subject area(s).

(n) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through grade 12 settings.

(o) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(p) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a five-year period. The basis for initial approval is outlined in the documents entitled Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP IAS-2015;

Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI IAS-2015; and Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015.

(q) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under s. 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(r) “Institutional Program Evaluation Plan” or “IPEP” means the annual plan developed by each approved ITP program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(s) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in s. 1012.01(2)(a-d), F.S., but not including substitute teachers.

(t) “Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per s. 1012.34, F.S.” means that the score is based on the performance of p-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(u) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in s. 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state p-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(v) “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with s. 1012.07, F.S.” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(w) “Professional development certification program” or “PDCP” means a program in which a school district may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under s. 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(x) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(y) “Program completer” means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator’s Certificate.

(z) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34, F.S.

(aa) “Reading endorsement competencies” mean those standards described in Rule 6A-4.0163, F.A.C., which is incorporated herein by reference.

(bb) “Results of program completers’ annual evaluations as specified in s. 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.

(cc) “Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state p-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(dd) “Student performance by subgroup” means the performance of students in p-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(c)2.c., F.S., as a measure of how well the teacher preparation program prepares

instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

(ee) “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to p-12 students.

(ff) “Ten (10) percent waiver” means that an initial teacher preparation program (ITP) may annually waive admission requirements specified in s. 1004.04(3)(b)(1-2), F.S., for up to ten (10) percent of the students admitted in the academic year.

(gg) “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in s. 1004.04(4)(d), F.S.

(hh) “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
2. For ITPs only, the Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021, F.A.C.
3. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
4. Scientifically researched reading instruction appropriate to the candidate’s teacher preparation program area

as follows:

a. ITP candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).

b. ITP candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2).

c. EPI and PDCP candidates shall be prepared in reading endorsement competency two (2).

5. Content literacy and mathematical practices.

6. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student's mastery of the four (4) language skills of listening, speaking, reading and writing.

a. ITP candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.

b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)6.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.

7. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.

8. A focus on school safety in which candidates are prepared to create environments in which effective teaching and learning can take place by promoting a physically, emotionally, socially and academically secure climate for prekindergarten through grade 12 students.

(2) Processes for initial request and approval of teacher preparation programs.

(a) The president or chief executive officer of a Florida institution or qualified private provider, or the public school district superintendent who seeks approval to offer a teacher preparation program, shall submit a written request which is further described in the document, Florida Department of Education Request to Submit Form, Form RTS-2015, located at <http://www.fldoe.org/profdev/ictcpa.asp> and <http://www.fldoe.org/profdev/saacp.asp>. The Department will inform the institution, private provider or district superintendent in writing of the receipt of a fully completed request within ten (10) business days.

(b) Upon written verification by the Department of a fully completed request, the institution, private provider or district superintendent shall submit to the Department an electronic folio, which is further described in the

documents, Florida Department of Education Initial Program Approval Standards, Form ITP IAS-2015 for ITP programs; Form EPI IAS-2015 for EPI programs; and Form PDCP IAS-2015 for PDCP programs.

(c) The Department shall conduct a review of the electronic folio submitted in support of the request for initial approval within ninety (90) days of January 15, April 15, July 15, and October 15. The Department shall notify the institution, private provider or school district in writing of the following:

1. Receipt of the electronic folio.

2. Missing or deficient elements and provide a period of sixty (60) business days for the program to submit supplemental information or documentation to address the deficit(s).

3. Approval or denial of approval for each program included in the request. A denial of approval shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial of approval may reapply for initial approval.

(3) Processes for continued approval of teacher preparation programs.

(a) Reporting processes for continued approval are as follows:

1. Each institution, private provider or school district shall annually submit program candidate and completer data to the Department's secure management information system.

2. By November 15 of each year, each institution, private provider or school district shall submit via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, a program evaluation plan in accordance with Florida Department of Education Continued Program Approval Standards, Form ITP CAS-2015 for ITP programs; Form EPI CAS-2015 for EPI programs; or Form PDCP CAS-2015 for PDCP programs.

3. The Department shall annually provide to each institution, private provider or school district with a state-approved teacher preparation program an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in ss. 1004.04(4)(a)3., 1004.85(4)(b) and 1012.56(8)(c)2., F.S. Data shall be based on each of the program's completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1) of this rule. Performance metrics not applicable to a program shall not be rated.

4. For purposes of the APPR only, world languages' teacher preparation programs, for example Arabic, Chinese, French and Spanish, are considered equivalent programs.

5. Each performance metric appropriate for a program shall receive a performance level score ranging from one

(1) to four (4) that is based on the performance level target points established as follows:

<u>Performance Metrics</u>	<u>Level 4 Performance Target (4 points)</u>	<u>Level 3 Performance Target (3 points)</u>	<u>Level 2 Performance Target (2 points)</u>	<u>Level 1 Performance Target (1 point)</u>
<u>Placement Rate (not applicable for PDCP programs per s. 1012.56(8), F.S.)</u>	<u>Placement rate is at or above the 68th percentile of all equivalent programs across the state.</u>	<u>Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.</u>	<u>Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.</u>	<u>Placement rate is below the 5th percentile of all equivalent programs across the state.</u>
<u>Retention Rate</u>	<u>The average number of years employed in the 5-year period following initial placement is 4.5 years or more.</u>	<u>The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.</u>	<u>The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.</u>	<u>The average number of years employed in the 5-year period following initial placement is less than 2 years.</u>
<u>Performance of prekindergarten-12 students on</u>	<u>The probability that the average student learning growth among</u>	<u>The probability that the average student learning growth among students taught by program</u>	<u>Not calculated.</u>	<u>The probability that the average student learning growth among</u>

<p><u>statewide assessments using results of student learning growth formula per s. 1012.34, F.S.</u></p>	<p><u>students taught by program completers exceeds the expectations for those students is \geq 95 percent.</u></p>	<p><u>completers exceeds the expectations for those students is $<$ 5 percent;</u> <u>AND</u> <u>the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is $<$ 5 percent.</u></p>		<p><u>students taught by program completers falls short of the expectations for those students is \geq 95 percent.</u></p>
<p><u>Student performance by subgroups data</u></p>	<p><u>At least 75 percent of the subgroups meet or exceed the state standard for performance.</u></p>	<p><u>At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.</u></p>	<p><u>At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.</u></p>	<p><u>Fewer than 25 percent of the subgroups exceed the state standard for performance.</u></p>
<p><u>Results of program completers' annual evaluations as specified in s. 1012.34, F.S.</u></p>	<p><u>At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the</u></p>	<p><u>Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</u></p>	<p><u>Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or</u></p>	<p><u>Program did not meet criteria for Level 2, 3 or 4.</u></p>

	<u>program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</u>		<u>effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.</u>	
<u>Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with s. 1012.07, F.S.</u> <u>BONUS ONLY</u>	<u>The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.</u>			

6. Each APPR shall receive a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and

calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

a. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and

b. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

7. A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

8. The institution, private provider or school district shall have forty-five (45) business days from the date the Department transmitted the APPR data to review the APPR data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the institution, private provider or school district within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

9. Except as noted in subparagraph (3)(a)10. of this rule, during the final year of the program approval period, the Department shall conduct a continued approval site visit that will include a review of each approved program. The purpose of the site visit shall be to review evidence of the program's implementation of the continued approval standards described in the document, Florida Department of Education Continued Program Approval Standards, Form ITP CAS-2015 or Form EPI CAS-2015 or Form PDCP CAS-2015. The site visit shall also include a review of the annual program evaluation plans described in subparagraph (3)(a)2. of this rule. At the end of the site visit, a summative rating score shall be calculated based on criteria outlined in the forms: Form ITP CAS-2015 for ITP programs; Form EPI CAS-2015 for EPI programs; or Form PDCP CAS-2015 for PDCP programs.

10. A program that has three (3) consecutive years within the continued approval period with no completers shall not receive a continued approval site visit, or a summative rating score.

(b) At the end of the continued approval period, the Department shall examine the annual summative rating scores for each program's APPRs and the summary findings with summative rating score from the site visit review. The Commissioner shall grant continued approval or denial of approval for each state-approved teacher preparation program based on the continued approval summative rating scale and shall notify the institution, private provider or

school district in writing of the decision. The continued approval summative rating for each program is computed by calculating the average of all APPR summative rating scores over the continued approval period and adding it to the summative rating score for the continued approval site visit. The resulting sum is divided by two (2), yielding an overall “continued approval summative score” (CASS) of 1.0 to 4.0. The continued approval summative rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a CASS of above 3.5.

2. Full Approval rating: the program has earned a CASS of 2.4 to 3.5

(c) Denial of Approval rating: the program has earned a CASS that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (2) of this rule.

(4) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (2) of this rule must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in Rule 6A-4.006(2), F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competency two (2); and

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (4)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraph (4)(b)1.-2. of this rule or the requirements in Rule 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option;

and

3. Maintain compliance with the requirements pursuant to paragraph (4)(b) of this rule.

(5) Notwithstanding an applicant's deficiency in meeting the requirements for continued approval set forth in subsection (3) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in paragraph (3)(a) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(6) The following forms are hereby incorporated by reference and made a part of this rule, effective _____. They are located at (Insert DOS link). Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL, 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP IAS-2015.

(b) Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI IAS-2015.

(c) Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015.

(d) Florida Department of Education Continued Program Approval Standards for Initial Teacher Preparation (ITP) Programs, Form ITP CAS-2015.

(e) Florida Department of Education Continued Program Approval Standards for Educator Preparation Institutes (EPI), Form EPI CAS-2015.

(f) Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015.

(g) Florida Department of Education Request to Submit Form, Form RTS-2015.

Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS.

History—New 7-2-98, Amended 8-7-00, 3-19-06,

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#

Instructions:

A Florida institution seeking initial approval of its initial teacher preparation (ITP) program, authorized in section 1004.04, Florida Statutes, shall submit an electronic folio that contains a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Initial Teacher Preparation (ITP) Programs (Form ITP IAS-2015) contains the specifications for what must be included in an initial electronic folio. Electronic folio submissions may be submitted to the department by the quarterly deadlines of each year, January 15, April 15, July 15 and October 15. Institutions shall submit the folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing the folio to: Florida Department of Education

Office of Educator Preparation
325 West Gaines Street, Room 124
Tallahassee, FL 32399-0400

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#**

A program folio shall contain the following:

Standard 1. Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct prekindergarten 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.

The following criteria must be met to receive a rating of Acceptable.

The program describes:

1. Admission requirements, processes, methods and procedures used to determine students have met the admission requirements outlined in section 1004.04(3)(b), F.S.;
2. Methods for tracking the progress and status, and providing assistance to any student who was admitted under the 10% waiver provision; and
3. Plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.

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.

The following criteria must be met to receive a rating of Acceptable:

The program shall describe:

1. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in Rule 6A-5.066(1)(ii)(1-8) to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - The Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021, F.A.C.
 - State-adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners
 - Strategies appropriate for instruction of students with disabilities
 - School safety
2. Matrix that describes the critical task, assignments and assessments during coursework and culminating field experience(s) and internship

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#

for the competencies and skills associated with each component of the UCC, including:

- Prefix, number and title for each course in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
3. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
 4. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in p-12 public classroom setting using a state-approved performance evaluation system that is aligned with the partnering school district(s)' evidence-based framework. If the culminating field experiences and internship will take place in a private p-12 classroom setting, or in an out-of-state p-12 classroom setting in accordance with s. 1004.04(5)(b), F.S., provide the final summative evaluation that will be used to determine the program completer has demonstrated all required knowledge, skills and professional behaviors.
 5. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
 6. Plan for collecting and monitoring the Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.
 7. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.
 8. Plan to monitor and remediate program completers who were referred by the employing school district during the first 2 years immediately following program completion (2-year guarantee). The plan includes criteria for developing an individualized plan with specific learning outcomes and documenting the outcomes of the assistance provided.

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.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#**

Standard 2. Field and 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 and school district personnel meet the requirements for supervision in accordance with s. 1004.04(5)(a-b), F.S.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process for ensuring, collecting and monitoring data on the qualifications of both postsecondary program faculty and school district and instructional personnel who instruct, direct or supervise field experience courses or internships in which a student candidate demonstrates his or her impact on p-12 student learning growth, as outlined in s. 1004.04(5)(a-b), F.S.
2. Documentation shall include a written agreement between the program or institution and the school district or private school that states all candidates will be placed with district personnel or instructional personnel who meet the requirements outlined in s. 1004.04(5)(b), F.S.

Indicator 2.2: Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.

The following criteria must be met to receive a rating of Acceptable:

The program describes the process or plan for:

1. How settings are selected and monitored for each candidate's field clinical experiences and internships relevant to program objectives for the development and practice of candidate skills that represent the full spectrum of school communities in multiple contexts;
2. How candidates receive feedback on their progress through field clinical experiences and internships, including strategies for improvement; and
3. How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing in field clinical experiences and internships.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#**

Standard 3. Program Effectiveness

The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

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

The following criteria must be met to receive a rating of Acceptable:

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - 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 (Standard 1.3).
 - Assistance provided to any program completer(s) as a result of the 2-year guarantee (Standard 1.2).
 - 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).
 - Program candidate data admitted under the 10% waiver (Standard 1.1).
 - Other data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. How it will use aggregated data analyses of program candidate and program completer performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (FORM ITP IAS-2015)#**

SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#

Instructions:

A Florida institution or approved private provider seeking initial approval of its educator preparation institute (EPI), authorized in section 1004.85, Florida Statutes, shall submit an electronic folio that contains a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Educator Preparation Institutes (Form EPI IAS-2015) contains the specifications for what must be included in an initial electronic folio. Electronic folio submissions may be submitted to the department by the quarterly deadlines of each year, January 15, April 15, July 15 and October 15. Institutions or approved private providers shall submit the folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing the folio to: Florida Department of Education

Office of Educator Preparation
325 West Gaines Street, Room 124
Tallahassee, FL 32399-0400

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#**

A program folio shall contain the following:

Standard 1. Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies requirements prescribed in s. 1004.85, F.S. to ensure candidates meet Florida certification requirements as a condition for admission.

The following criteria must be met to receive a rating of Acceptable.

The program describes:

1. Admission requirements, processes, methods and procedures used to determine candidates have met the requirements outlined in section 1004.85(3)(b), F.S., prior to admission, ensuring candidates have obtained a statement of status of eligibility that indicates he or she is eligible for the certification subject area in which coursework and field experiences will be based.
2. The plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.
3. The educational plan outlined in s. 1004.85(3)(a)2., F.S., to include how the candidate will meet all requirements for a Florida Professional Educator's Certificate in the subject area(s) in which the candidate has a statement of status of eligibility that indicates eligibility for the certification subject area(s) in which the candidate will be prepared.

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.

The following criteria must be met to receive a rating of Acceptable:

The program shall describe:

1. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - State adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners
 - Strategies appropriate for instruction of students with disabilities

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#**

- School safety
- 2. Matrix that describes the critical task, assignments and assessments during coursework and culminating field experience(s) for the competencies and skills associated with each component of the UCC, including:
 - Prefix, number and title for each course or module in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
- 3. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
- 4. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in p-12 public classroom setting using a state-approved performance evaluation system that is aligned with the partnering school district(s)' evidence-based framework. If the culminating field experiences will take place in a private p-12 classroom setting, or in an out-of-state p-12 classroom setting in accordance with s. 1004.85(6), F.S., provide the final summative evaluation that will be used to determine the program completer has demonstrated all required knowledge, skills and professional behaviors.
- 5. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
- 6. Plan for collecting and monitoring the Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.
- 7. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.

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.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#**

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 requirements for supervision in accordance with s. 1004.85(6), F.S.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process for ensuring, collecting and monitoring data on the qualifications of postsecondary or private provider staff who instruct or supervise field experiences in which a candidate demonstrates his or her impact on p-12 student learning growth, as outlined in s. 1004.85(6), F.S.

Indicator 2.2: Field clinical practices are completed in settings relevant to program objectives for the development of candidate skills.

The following criteria must be met to receive a rating of Acceptable:

The program describes the process or plan for:

1. How settings are selected and monitored for each candidate's field clinical experiences, including a description of field experiences which will be provided with a diverse population of prekindergarten through grade 12 (p-12) students in a variety of settings in which the candidate shall demonstrate his or her ability to teach the subject area(s) for which the candidate is seeking certification, while under the supervision of qualified educators.
2. How candidates receive feedback on their progress through field clinical experiences, including strategies for improvement.
3. How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing in field clinical experiences.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#**

Standard 3. Program Effectiveness

The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

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

The following criteria must be met to receive a rating of Acceptable:

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - 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 (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 data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. How it will use aggregated data analyses of program candidate and program completer performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (FORM EPI IAS-2015)#**

SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#

Instructions:

A Florida public school district seeking initial approval of its professional development certification and education competency program (PDCP), authorized in section 1012.56(8), Florida Statutes, shall submit an electronic folio that contains a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Professional Development Certification Program (PDCP) (Form PDCP IAS-2015) contains the specifications for what must be included in an initial electronic folio. Electronic folio submissions may be submitted to the department by the quarterly deadlines of each year, January 15, April 15, July 15 and October 15. School districts shall submit the folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing the folio to: Florida Department of Education

Office of Educator Preparation
325 West Gaines Street, Room 124
Tallahassee, FL 32399-0400

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#**

A program folio shall contain the following:

Standard 1. Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies requirements prescribed in s. 1012.56(8), F.S. for admission.

The following criteria must be met to receive a rating of Acceptable.

The program describes:

1. Admission requirements, processes, methods and procedures used by the school district to determine eligibility for participation in the program.
2. The plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.

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.

The following criteria must be met to receive a rating of Acceptable:

The program shall describe:

1. Plan for how it will provide an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.
2. Plan for how and what it will provide for the minimum period of initial preparation prior to assuming duties as the teacher-of-record as specified in s. 1012.56(8)(a)1.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC), while providing instruction to prekindergarten through grade 12 (p-12) students as the 'teacher-of-record,' to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - State adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#

- Strategies appropriate for instruction of students with disabilities
 - School safety
4. Matrix that describes the critical task, assignments and assessments during coursework or training for the competencies and skills associated with each component of the UCC, including:
 - Title for each course or module in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
 5. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
 6. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in a p-12 classroom setting using the school district's state-approved performance evaluation system.
 7. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
 8. Plan for collecting and monitoring the Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.
 9. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.

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.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#**

Standard 2. Field and Clinical Practices

The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Indicator 2.1: Experienced peer mentors meet the requirements for mentoring prescribed in s. 1012.56(8)(a)3, F.S..

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process for ensuring, collecting and monitoring data on the qualifications of peer mentors assigned to each program candidate.

Indicator 2.2: Peer mentors provide documented high-quality feedback and support in the development of candidate skills.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process or plan for:
 - How candidates receive feedback on their progress, including strategies for improvement.
 - How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing.
 - Documenting the mentoring, coaching and remediation feedback that supports program candidate's progression throughout the program and mastery of the UCC.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#

Standard 3. Program Effectiveness

The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

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

The following criteria must be met to receive a rating of Acceptable:

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - 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 (Standard 1.3).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).
 - Program candidates' culminating 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 data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. How it will use aggregated data analyses of program candidate and program completer performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

**FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#**

SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

<p>Standard 1. Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.</p>		
<p>Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1004.04(3)(b), F.S..</p>		
<p>Annual Institutional Program Evaluation Plan (IPEP)</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>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.</p> <p>2. The program annually reports data and describes the following on candidates admitted under the 10% waiver provision:</p> <ul style="list-style-type: none"> • 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. 	<p>If the program admitted any candidates under the 10% waiver during the continued approval period, the following is required:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

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 Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<ol style="list-style-type: none"> 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). 2. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the UCC. 3. The program describes the assistance provided to and status of candidates who were not successful in passing any subtest of the FTCE. 4. The program reports the following information on any program completer who is employed in a Florida public school during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first, and the district or charter school requests additional training for the educator. <ul style="list-style-type: none"> • Number of program completers reported under the 2-year guarantee; • School district or charter school where assistance was requested; • Description of the assistance provided by the program; and • Description of the outcomes of the assistance 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

provided.		
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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 Institutional Program Evaluation Plan (IPEP)	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; and • How data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field and clinical 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; and • 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: 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

Standard 2. Field and 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 and school district personnel meet the requirements for supervision in accordance with s. 1004.04(5)(a-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 for confirming, collecting and monitoring the qualifications of postsecondary program faculty and school district personnel to ensure that they meet state requirements outlined in s. 1004.04(5)(a-b), F.S. 2. Documentation shall include updated: <ul style="list-style-type: none"> • Agreements between the program or institution and the school district, including school district personnel’s qualifications. • Faculty qualifications for supervision. 	A program summary report is not required.	<ul style="list-style-type: none"> • 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

Indicator 2.2: Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.		
Annual Institutional Program Evaluation Plan (IPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<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 relevant to the program’s objectives, including a variety of sites that represent the full spectrum of school communities in multiple contexts. 2. Description 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 and clinical experiences. 4. Remediation that was provided to program candidates who were unsuccessful in field and clinical experiences. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#**

Standard 3. Program Effectiveness

The program supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its candidates and completers.

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

Annual Institutional Program Evaluation Plan (IPEP).	Continued Approval Program Summary Report	Continued Approval Site Visit
<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). • Assistance provided to any program completer(s) as a result of the 2-year guarantee (Standard 1.2). • Impact of p-12 student learning for all program candidates during field and clinical experiences (Standard 1.3). • Program candidates' culminating field and clinical 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). • Program candidate data admitted under the 10% waiver (Standard 1.1). • Other program candidate or program completer outcome data results considered by the program. 	<p>1. The program prepares a summary or synthesis of data collected over the continued approval period as evidenced in the annual IPEPs 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: 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

<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>		
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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 Institutional Program Evaluation Plan (IPEP).	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 or synthesis of continuous improvement outcomes that include: <ul style="list-style-type: none"> • Stakeholder involvement in programmatic decision-making; and • How it used the data results for program enhancements and programmatic changes. 	<ul style="list-style-type: none"> • 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.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
INITIAL TEACHER PREPARATION (ITP) PROGRAMS (Form ITP CAS-2015)#

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
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable Evidence provided by the program meets requirements for the standard's indicator.</p> <p>2 = Needs Improvement Evidence provided by the program meets some of the requirements for the standard's indicator.</p> <p>1 = Unacceptable Evidence provided by the program does not meet requirements for the standard's indicator.</p>	<p>“Acceptable” for all indicators of Standards 1, 2 and 3</p>	<p>Does not meet criteria for Level 4 but meets the following criteria: “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</p>	<p>“Needs Improvement” for one or more indicators of Standard 3 and no score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Unacceptable” on any indicator of Standards 1, 2 and 3</p>

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

Standard 1. Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.		
Indicator 1.1: Each program consistently applies requirements prescribed in s. 1004.85, F.S., to ensure candidates meet Florida certification requirements as a condition for admission..		
Annual Program Evaluation Plan (APEP)	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 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.	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (Form EPI CAS-2015)#**

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
<ol style="list-style-type: none"> 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). 2. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the UCC. 3. The program describes the assistance provided to and status of candidates who were not successful in passing any subtest of the FTCE. 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

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
<ol style="list-style-type: none"> 1. The program describes any changes that were implemented: <ul style="list-style-type: none"> • Evaluation method(s) utilized by program candidates to demonstrate positive impact on p-12 student learning; and • How data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions,

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
EDUCATOR PREPARATION INSTITUTES (EPI) (Form EPI CAS-2015)#**

<p>experiences.</p> <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; and • 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>identify exemplars and highlight continuous improvement.</p>
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<p>Standard 2. Field and Clinical Practices The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.</p>		
<p>Indicator 2.1: Postsecondary or private provider staff meet the requirements for supervision in accordance with s. 1004.85(6), F.S.</p>		
<p align="center">Annual Program Evaluation Plan (APEP)</p>	<p align="center">Continued Approval Program Summary Report</p>	<p align="center">Continued Approval Site Visit</p>
<p>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.</p>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

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

Indicator 2.2: Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.		
Annual Program Evaluation Plan (APEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<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. 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 and clinical experiences. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

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

<p>Standard 3. Program Effectiveness The program supports continuous improvement that is sustained and 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 or 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: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

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

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 or synthesis of continuous improvement outcomes that include: <ul style="list-style-type: none"> • Stakeholder involvement in programmatic decision-making; and • How it used the data results for program enhancements and programmatic changes. 	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual APEPs. • 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.

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

**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
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable Evidence provided by the program meets requirements for the standard’s indicator.</p> <p>2 = Needs Improvement Evidence provided by the program meets some of the requirements for the standard’s indicator.</p> <p>1 = Unacceptable Evidence provided by the program does not meet requirements for the standard’s indicator.</p>	<p>“Acceptable” for all indicators of Standards 1, 2 and 3</p>	<p>Does not meet the criteria for Level 4 but meets the following criteria: “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</p>	<p>“Needs Improvement” for one or more indicators of Standard 3 and no score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Unacceptable” on any indicator of Standards 1, 2 and 3</p>

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

<p>Standard 1. Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.</p>		
<p>Indicator 1.1: Each program consistently applies requirements prescribed in s. 1012.56(8), F.S., for admission.</p>		
<p>Annual District Program Evaluation Plan (DPEP)</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>1. The program describes any changes that were implemented to admission policies, processes, methods and procedures used to determine eligibility for participation in the program.</p> <p>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.</p>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

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 District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<ol style="list-style-type: none"> 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). 2. The program describes any changes that were implemented for the minimum period of initial preparation prior to assuming duties as the teacher-of-record, as specified in s. 1012.56(8)(a)1., F.S. 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. 4. The program describes the assistance provided to and status of candidates who were not successful in passing any subtest of the FTCE. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

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 District Program Evaluation Plan (DPEP)	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; and • 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; and • 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: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

Standard 2. Field and Clinical Practices		
The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.		
Indicator 2.1: Experienced peer mentors meet the requirements for mentoring prescribed in s. 1012.56(8)(a)3., F.S.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes that were implemented for ensuring, collecting and monitoring data on the qualifications of peer mentors assigned to each program candidate.	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

Indicator 2.2: Peer mentors provide documented high-quality feedback and support in the development of candidate skills.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>The program describes:</p> <ol style="list-style-type: none"> 1. Changes to how program candidates receive feedback on their progress, including strategies for improvement. 2. Remediation that was provided to program candidates who were not proficiently progressing. 3. Changes to processes for documenting the mentoring, coaching and feedback that supports each program candidate's progression throughout the program. 	A program summary report is not required.	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

<p>Standard 3. Program Effectiveness The program supports continuous improvement that is sustained and 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 District Program Evaluation Plan (DPEP).</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 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 or synthesis of data collected over the continued approval period as evidenced in the annual DPEPs 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: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
Annual District Program Evaluation Plan (DPEP).	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>The program describes for the reporting year:</p> <ol style="list-style-type: none"> Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement. 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. 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"> The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that include: <ul style="list-style-type: none"> Stakeholder involvement in programmatic decision-making; and How it used the data results for program enhancements and programmatic changes. 	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. 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.

**FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (Form PDCP CAS-2015)#**

**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
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable Evidence provided by the program meets requirements for the standard’s indicator.</p> <p>2 = Needs Improvement Evidence provided by the program meets some of the requirements for the standard’s indicator.</p> <p>1 = Unacceptable Evidence provided by the program does not meet requirements for the standard’s indicator.</p>	<p>“Acceptable” for all indicators of Standards 1, 2 and 3</p>	<p>Does not meet criteria for Level 4 but meets the following criteria: “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</p>	<p>“Needs Improvement” for one or more indicators of Standard 3 and no score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Unacceptable” on any indicator of Standards 1, 2 and 3</p>

Florida Department of Education Request to Submit Form (RTS-2015)

Institution/District Name: _____
President/Chief Executive Officer/Superintendent
Signature _____

Program Unit Dean/Director Name: _____
Program Contact Name: _____
Contact Email/Phone Number(s) _____

Institutions, private providers or school districts seeking approval to offer a state-approved teacher preparation program as described in sections 1004.04, 1004.85 or 1012.56(8), Florida Statutes, and State Board of Education Rule 6A-5.066, FAC, shall submit a **Florida Department of Education Request to Submit Form (Form RTS-2015)** to the Florida Department of Education prior to submitting an electronic program folio(s) containing a description and supporting evidence of the specified program(s). Submit this form and required supporting documentation via email to EdPrepFolio@fldoe.org.

PROGRAM NAME/TITLE (drop down box – select program area(s) – including OTHER as a choice)	DEGREE LEVEL (e.g., Bachelor’s, Master’s, Ed. Specialist) (drop down box – select one)

The institution or private provider certifies the following. (Not applicable for school districts.) Check each box, if appropriate:

- Institution meets accreditation requirements as described in Rule 6A-4.003(1), FAC. *Attach documented evidence.*
- Program unit has received approval to offer state-approved program(s) from its governing agency or board. *Attach documented evidence*
- The institution or private provider shall provide culminating prekindergarten through grade 12 field experience(s) or internship(s) of sufficient length to ensure each student candidate demonstrates and achieves the competencies and skills needed to meet educator certification requirements and to demonstrate his or her ability to positively impact student learning growth.
- The institution or program unit shall only provide state-approval endorsements on official transcripts for student candidates who successfully complete the program and who earn passing scores on all subtests of the Florida Teacher Certification Examination (FTCE).

Fill in the blank with the appropriate information for the following:

Identify the Certification Ombudsperson who will facilitate the process and procedures required for program completers to obtain Florida certification (required for ITP and EPI programs): _____

Identify the designated entity (e.g., School of Education, College of Arts & Sciences) responsible for coordinating the planning and administering of the institution’s initial teacher preparation program(s) (ITP): _____