# FLORIDA DEPARTMENT OF EDUCATION

**PROFESSIONAL LEARNING CERTIFICATION PROGRAM (PLCP)**

**INITIAL PROGRAM APPROVAL STANDARDS’ TECHNICAL ASSISTANCE**

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**Standard 1. Quality of Selection**
The program admits high quality teacher candidates who meet state mandated admission requirements and show potential for the teaching profession.

**Indicator 1.1 Admission Requirements:** The program will admit candidates that have met the state-mandated requirements outlined in s. 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-issued temporary teaching certificate; and are employed in an instructional position within the school district, charter school or charter management organization.

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</table>
| 1.1                | Criterion 1.1.1: The program will admit candidates that have met the state-mandated requirements outlined in s. 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-issued temporary teaching certificate; and are employed in an instructional position within the school district, charter school or charter management organization. | Guiding Questions:  
- What are the program’s admission requirements?  
- What are the procedures used for determining admission requirements have been met by the candidates?  
- Are there any additional admission requirements imposed by your program? |

**Indicator 1.2 Data Collection and Reporting:** The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.

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| 1.2                | 1.2.1: The program describes its plan for annually collecting, monitoring and reporting data on:  
- Admitted candidates  
- Enrolled candidates  
- Candidate completers | Guiding Questions:  
- What is the tracking method/process used for collecting, monitoring and reporting data on program admitted candidates? Enrolled candidates? Completers?  
- What data, faculty/personnel, resources and/or supporting documents are used in this reporting process?  
- When will the data be monitored? Collected? Reported? |

**Indicator 1.3 Individualized Plan:** The program will conduct an initial evaluation of each candidate’s competencies to determine an appropriate individualized professional learning plan.

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| 1.3                | Criterion 1.3.1: The program describes the plan for how it will provide an initial evaluation of each candidate’s competencies to determine an appropriate individualized professional learning plan to meet certification requirements. | Guiding Questions:  
- What is the plan for providing an initial evaluation of a candidate’s competencies?  
- When will the initial evaluation occur?  
- What personnel will assist in the initial evaluation used to develop the individualized professional learning plan?  
- What resources are used in this evaluation process? |
Standard 2: Quality of Content Knowledge and Teaching Methods
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 2.1 Uniform Core Curricula:** The program will instruct and assess each candidate’s mastery of the Uniform Core Curricula (UCC) in the candidate’s certification subject area(s) during training.

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<tr>
<td><strong>Criterion 2.1.1:</strong> The program shall indicate how it will instruct and assess each candidate’s progress and mastery of the Uniform Core Curricula (UCC) in the candidate’s certification subject area(s) during training, to include:</td>
<td><strong>Guiding Questions:</strong> Where in the program are each of the elements of the UCC addressed and assessed?</td>
<td><strong>Additional Guidance:</strong> To assist with the requirements for Indicator 2.1, sample templates for the Florida Educator Accomplished Practices (FEAP) and the other UCC areas are available in the FLDOE Files under Resources in the eIPEP System or on the Resources website.</td>
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<td>i. Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAP);</td>
<td></td>
<td>i. Florida Educator Accomplished Practices (FEAP) <strong>Submit a FEAP Curriculum Map.</strong> A FEAP Curriculum Map template is available in the FLDOE Files under Resources in the eIPEP System;</td>
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<td>ii. State academic standards provided under s. 1003.41, including</td>
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<td>iii. Scientifically based reading instruction;</td>
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<td>iii. <strong>Note:</strong> School districts will implement a state-approved Reading Matrix for competencies 1 through 5.</td>
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<td>o Exceptional Student Education (K-12) subject area requires competencies 1 through 4.</td>
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<td>o Elementary Education (grades K-6), Prekindergarten-Primary Education (Age 3 through grade 3), Middle Grades English (grades 5-9), English (grades 6-12), Reading (grades K-12), Reading (endorsement), English to Speakers of Other Languages (ESOL) (grades K-12) subject areas require the reading endorsement or reading competencies 1 through 5.</td>
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<td>o With the exception of the subject areas specified above, all other areas covering middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) require competencies 1 and 2.</td>
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<td>If your district has an existing state-approved reading matrix, you may choose to provide a statement ensuring the program will use this matrix within the PLCP.</td>
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<td>Charter schools or charter management organizations will submit a Reading Matrix for the appropriate competencies as described above.</td>
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iv. Content literacy; and  
v. Mathematical practices.

Charter schools or charter management organizations may choose to coordinate with the local district(s) to implement the district’s state-approved Reading Matrix within their PLCP. The application should include documentation of this agreement with the district. Alternatively, the charter school and/or charter management organization may submit their own Reading Matrix covering the appropriate competencies for state-approval.

**Additional Guidance:**
Content literacy and mathematical practices can be found at [http://www.cpalms.org/Public/search/Standard](http://www.cpalms.org/Public/search/Standard).

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### Indicator 2.2 Passing Results on FTCE:

The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.

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| 2.2               | **Criterion 2.2.1:** The program describes how it will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion, including the General Knowledge examination, the Appropriate Subject Area examination and the Professional Education examination. The program describes how it will provide information about state- and district-level supports and instruction to assist with passing the Florida Teacher Certification Exam on the General Knowledge exam. | **Guiding Questions:**  
- What specifically is the program doing to ensure its candidates will be successful in passing the FTCEs on the first attempt?  
- How is the program specifically preparing candidates to pass each subtest of each FTCE? e.g., use of EdPortal, training provided by coursework/modules and/or mentors.  
- How is the program specifically preparing candidates to pass the General Knowledge examination? e.g., state-level test information guides, district test preparation resource, and preparation courses offered by universities and colleges.  

**Additional Guidance:**
The program shall describe how it is preparing candidates so they have a secure knowledge of the content that will be covered in all of the certification exams required for a Florida professional educator’s certificate. |
## Criterion 2.2.2: The program provides a curriculum map, showing how the coursework/training is aligned to the Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021, F.A.C., for the Professional Education Examination.

### Guiding Questions:
- What module or course(s) addresses and assesses each skill within each competency for the Professional Education examination?

### Additional Guidance:
The program shall provide a curriculum map identifying what course(s) address and assess each skill within each competency for the Professional Education examination for only Competencies 7 & 8 since these competencies are not addressed in the Florida Educator Accomplished Practices (FEAP). A sample curriculum map template is available on the Educator Preparation website and is also available in the FLDOE Files under Resources in the eIPEP system.

Ensure that the most current edition of the Competencies and Skills Required for Teacher Certification in Florida is being used when developing your curriculum map for your program application. This information is available on the Postsecondary Assessment’s website.

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## Indicator 2.3: Teacher Mentorship and Induction Component

The program’s teacher mentorship and induction component meets the requirements prescribed in section 1012.56(8), F.S.

### Standard/Indicator

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### Criteria for Program Approval

**Criterion 2.3.1:** The program describes the plan for providing routine mentoring and induction activities that are aligned to the Uniform Core Curricula, and are provided, at a minimum, during a candidate’s first year in the program. These activities shall include:
- Ongoing professional learning as described in s. 1012.98 targeted to a teacher’s needs
- Opportunities for a teacher to observe other teachers
- Co-teaching experiences
- Reflection
- Follow-up discussions

### Guiding Questions:
- How are mentees and mentors matched?
- Who/which office oversees this process?
- When/what year do the candidates enter the PLCP program?
- Which year are candidates assigned a mentor?
- What is the minimum mandatory length of the mentorship program?
- What do the mentoring and induction activities look like?
- How will these activities be monitored?
- How does the program ensure that the mentor activities support the mentee in mastering the UCC components?
**Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance**

The program ensures high quality field and clinical experiences, including feedback and support for each program candidate, and provides candidates with opportunities to demonstrate the ability to positively impact student learning growth.

**Indicator 3.1 Mentor Qualifications:** The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)1.a., F.S.

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| **3.1**            | **Criterion 3.1.1:** The program describes the process for selecting qualified mentors who meet the following requirements:  
  i. Hold a valid professional certificate issued by the department;  
  ii. Earned at least 3 years of teaching experience in prekindergarten through grade 12;  
  iii. Completed training in clinical supervision;  
  iv. Earned an effective or highly effective rating on the prior year’s performance evaluation;  
  v. Must agree to participate in ongoing mentor training as cited in s.1012.98, F.S. and specified below:    
    o Teacher development  
    o Peer coaching  
    o Time management | **Guiding Questions:**  
  - What are the required qualifications for your PLCP mentors?  
  - What is the process for selecting qualified mentors that meet state requirements?  
  - How will your program monitor the qualifications to ensure that the state-mandated requirements have been met?  
  - What will the ongoing mentor training look like? |

**Additional Guidance:**
The FDOE has provided some mentor training resources for your consideration at: [http://www.fldoe.org/teaching/professional-dev/professional-learning-programs.shtml](http://www.fldoe.org/teaching/professional-dev/professional-learning-programs.shtml)

**Indicator 3.2 Candidate Final Summative Evaluation:** The program will use a state-approved performance evaluation that is aligned with the FEAP and is utilized by the school district for the final summative evaluation of each program candidate’s demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings.

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| **3.2**            | **Criterion 3.2.1:** The program shall provide:  
  i. A statement ensuring that it uses its school district’s state-approved instructional personnel evaluation system as part of the final summative evaluation of each program candidate; and  
  ii. The web link or a copy of the district’s state-approved instructional personnel evaluation system. | **Program provides:**  
  - A statement ensuring it is using its school district’s state-approved instructional personnel evaluation system  
  - The web link or copy of the district’s state-approved instructional personnel evaluation system. |
**Indicator 3.3 Impact on Student Learning:** The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.

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| 3.3                | **Criterion 3.3.1:** The program describes both formative and summative evaluation methods that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth. | **Guiding Questions:**
|                    |                                | □ *How will your program determine candidates have demonstrated positive impact on p-12 student learning growth using multiple evaluation methods?*
|                    |                                | □ *What data are collected?*
|                    |                                | □ *Who will collect the data?*
|                    |                                | □ *How and when will the data be collected?*
|                    |                                | □ *How will the data be documented?*
|                    |                                | □ *What data is collected on nonVAM (state calculation) candidates?*
|                    |                                | **Possible data sources:**
|                    |                                | Pre/post tests
|                    |                                | VAM (provided through eIPEP portal by FDOE)
|                    |                                | District and state assessments
|                    |                                | Formative and summative assessments
|                    |                                | Daily exit tickets |

**Indicator 3.4 Feedback:** The program will provide feedback to program candidates on their performance which includes: evidence of student learning, strategically builds on prior feedback and identifies key action steps for improvement.

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| 3.4                | **Criterion 3.4.1:** The program describes how candidates receive feedback on their performance. Feedback shall include, at a minimum:
|                    | i. Evidence of student learning; ii. Strategically builds on prior feedback; and iii. Identifies key action steps for improvement. | **Guiding Questions:**
|                    |                                | □ *How often are candidates observed?*
|                    |                                | □ *Who is observing candidates?*
|                    |                                | □ *What will be the typical length of each observation?*
|                    |                                | □ *Who provides the feedback to the candidates?*
|                    |                                | □ *When is feedback provided?*
|                    |                                | □ *Does the feedback include a clear link to evidence of student learning during the observed lesson?*
|                    |                                | □ *Does the feedback strategically build on previous feedback?*
|                    |                                | □ *Does the feedback identify key action steps for improvement?* |
**Standard 4: Quality of Program Performance Management**

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

**Indicator 4.1: Program Progress and Performance Monitoring:** The program will collect and use multiple sources of data to monitor program progress and performance.

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<td><strong>4.1</strong></td>
<td><strong>Criterion 4.1.1:</strong> The program describes the annual process for how it will collect aggregated data on program candidates and program completers to use for monitoring and annually reporting purposes on each of the following:</td>
<td>Guiding Questions:</td>
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<td>i. Impact of p-12 student learning for all employed program completers;</td>
<td>□ How are multiple sources of high-quality data (both internal and external) used to monitor program performance and inform continuous improvement efforts?</td>
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<td>ii. Program completers’ performance as evidenced by the Annual Program Performance Report (APPR);</td>
<td>□ What data are being used to monitor program progress and performance?</td>
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<td>iii. Impact of p-12 student learning for all program candidates;</td>
<td>□ What formative assessments will candidates use to assess their impact on student learning during instruction in the p-12 classroom?</td>
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<td>iv. Program candidates’ culminating performance evaluations in demonstration of mastery of the UCC;</td>
<td>□ How does your program collect the data?</td>
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<td>v. Program candidates’ FTCE subtest results at the competency level; and</td>
<td>□ When will data be collected?</td>
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<td>vi. Other data results under consideration by the program (if applicable).</td>
<td>□ Who will be collecting the data?</td>
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**Additional Guidance:**

**Impact on p-12 student learning can be measured by:**

- ✓ Value Added Model – VAM (provided by FDOE)
- ✓ End-of-Course (EOC) Assessments
- ✓ National assessments results
- ✓ School and district-wide assessments including, but not limited to, Florida Assessment of Student Thinking (FAST) data
- ✓ Formative and Summative assessments Pre and Post assessments
- ✓ Daily exit tickets

**APPR data are accessible at:** [https://www.florida-eipep.org/](https://www.florida-eipep.org/)  
**FTCE Results: EdReports** provides access to FTCE subtest results (access provided to program upon state-approval).
**Indicator 4.2: Candidate Performance Monitoring:** The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.

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| 4.2                | **Criterion 4.2.1:** The program describes the process or plan for monitoring:  
  i. Candidate’s performance on the Uniform Core Curricula (UCC) in coursework/training and in the classroom;  
  ii. 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;  
  iii. Candidate’s impact on student learning growth; and  
  iv. Other program expectations (if applicable). | **Guiding Questions:**  
  □ What evidence will be gathered to monitor these areas?  
  □ How will the evidence be documented?  
  □ Are there established internal checkpoints throughout the program to ensure all candidates have met high standards before advancing through the program?  
  □ By what method is your program tracking candidate progression?  
  □ Who will assist or participate in the monitoring of the candidates’ performance?  
  □ How often will the monitoring of the candidates’ information occur?  
  □ How is your program monitoring the candidate's FTCE progress and performance?  
  □ How is your program monitoring each candidate’s impact on student growth? |
| 4.2                | **Criterion 4.2.2:** The program describes the process or plan for providing remediation for candidates not meeting program performance expectations. | **Guiding Questions:**  
  □ What steps are in place to determine when and if remediation is needed for a candidate?  
  □ What is the plan for providing remediation?  
  □ What resources and/or supporting documents will be used in this remediation process?  
  □ Who will participate in the remediation process? |

**Indicator 4.3: Monitoring Learning Resources and Teacher Mentorship and Induction Component:** The program will monitor the quality of the teacher mentorship and induction component; and the observation and feedback system, including clinical education training.

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| 4.3                | **Criterion 4.3.1:** The program describes the process or plan, and the evidence used to monitor the quality of the following:  
  i. The teacher mentorship and induction component; and  
  ii. The observation and feedback system, and how clinical education supports it. | **Guiding Questions:**  
  □ What evidence will be used to monitor the quality of each of these components?  
  □ Who will be involved in the review of this evidence?  
  □ When will this review occur?  
  □ How are mentor and induction activities tracked and monitored?  
  □ Who monitors and tracks these activities? |
**Indicator 4.4: Continuous Improvement Process:** The program has a formal system for continuous improvement that includes 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 learning including how their input will be used to support continuous program improvement.

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| **4.4**            | **Criterion 4.4.1:** The program describes how aggregated data listed in Criterion 4.1.1 will be analyzed to identify areas of needed improvements and drive decisions for programmatic enhancements. | **Guiding Questions:**  
  - How will the aggregated data be analyzed to determine the program’s effectiveness in preparing candidates to positively impact p-12 student learning?  
  - Who will analyze the data?  
  - How often will the data be analyzed?  
  - What is the process for how data results will be used to identify and implement programmatic improvements? |
| **4.4**            | **Criterion 4.4.2:** The program describes the roles and responsibilities of stakeholders that will be part of the continuous program improvement process and how their input will be used for enhancing the program. | **Guiding Questions:**  
  - Who are the stakeholders involved in the continuous improvement process?  
  - What are the stakeholder’s specific roles and responsibilities in the continuous improvement process?  
  - How will the program use stakeholder input to improve the program components? |