

**FLORIDA DEPARTMENT OF EDUCATION
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAM (PDCP)
INITIAL PROGRAM APPROVAL STANDARDS'
TECHNICAL ASSISTANCE**

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.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
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: <input type="checkbox"/> <i>What are the program's admission requirements?</i> <input type="checkbox"/> <i>What are the procedures used for determining admission requirements have been met by the candidates?</i> <input type="checkbox"/> <i>Are there any additional admission requirements imposed by your program?</i>

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.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
1.2	1.2.1: The program describes its plan for annually <u>collecting</u> , <u>monitoring</u> and <u>reporting</u> data on: <ul style="list-style-type: none"> • Admitted candidates • Enrolled candidates • Candidate completers 	Guiding Questions: <input type="checkbox"/> <i>What is the tracking method/process used for collecting, monitoring and reporting data on program admitted candidates? Enrolled candidates? Completers?</i> <input type="checkbox"/> <i>What data, faculty/personnel, resources and/or supporting documents are used in this reporting process?</i> <input type="checkbox"/> <i>When will the data be monitored? Collected? Reported?</i>

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

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
1.3	Criterion 1.3.1: The program describes the plan for how it will provide an <i>initial</i> evaluation of each candidate's competencies to determine an appropriate individualized professional development plan to meet certification requirements.	Guiding Questions: <input type="checkbox"/> <i>What is the plan for providing an initial evaluation of a candidate's competencies?</i> <input type="checkbox"/> <i>When will the initial evaluation occur?</i> <input type="checkbox"/> <i>What personnel will assist in the initial evaluation used to develop the individualized professional development plan?</i> <input type="checkbox"/> <i>What resources are used in this evaluation process?</i>

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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.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
2.1	<p>Criterion 2.1.1: 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:</p> <ul style="list-style-type: none"> i. Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAPs) across content areas; ii. Use of state-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.A.C., to guide curricula and instruction; iii. Scientifically researched reading instruction (<i>satisfied by Reading matrix for Competency 1 and 2, in addition Competency 3 and 4 when preparing candidates in the areas of PreK-Primary, Elementary, and Exceptional Student Education</i>); iv. Content literacy and mathematical practices; v. Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.; vi. Strategies appropriate for instruction of students with disabilities; and vii. Strategies to differentiate instruction based on student needs viii. Use of character-based classroom management 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> □ <i>Where in the program are each of the elements of the UCC addressed and assessed?</i> <p>Additional Guidance: To assist with the requirements for Indicator 2.1, sample templates for the Florida Educator Accomplished Practices (FEAPs) and the other UCC areas are available in the FLDOE Files under Resources in the eIPEP system.</p> <ul style="list-style-type: none"> i. Florida Educator Accomplished Practices (FEAPs) Submit a FEAPs Curriculum Map. A FEAPs Curriculum Map template is available in the FLDOE Files under Resources in the eIPEP system; ii. State-adopted content standards (Florida Standards) provided under section 1003.41, Florida Statutes (see iv below); iii. Scientifically-researched reading instruction Submit the Reading Matrix for Competency 1 and 2 available through your state-approved district's reading endorsement program or provide a statement ensuring the program is using reading competency 1 and 2 training provided by the district's state-approved district reading endorsement program. In addition, Submit the Reading Matrix for Competency 3 and 4 when preparing candidates in the areas of PreK-Primary, Elementary, and Exceptional Student Education; iv. Content literacy and mathematical practices <i>Additional information concerning the Florida Standards; and content literacy and mathematical practices can be found at http://www.cpalms.org/Public/search/Standard;</i> v. Methodologies for teaching students with limited English proficiency appropriate for each subject area identified on the temporary certificate; vi. Methodologies for teaching students with disabilities; vii. Methodologies for teaching with differentiate instruction based on student needs to include methods for differentiating the content, process,

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		<p>learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities; and</p> <p>viii. Methodologies for character-based classroom management to include methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age appropriate social and emotional growth.</p>
<p>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.</p>		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
2.2	<p>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.</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ❑ <i>What specifically is the program doing to ensure its candidates will be successful in passing the FTCEs on the first attempt?</i> ❑ <i>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.</i> ❑ <i>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.</i> <p>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.</p>
2.2	<p>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.</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ❑ <i>What module or course(s) addresses and assesses each skill within each competency for the Professional Education examination?</i> <p>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 (FEAPs). <i>A sample curriculum map template is available on the Educator Preparation</i></p>

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		<p><i>website and is also available in the FLDOE Files under Resources in the eIPEP system.</i></p> <p>Ensure that the most current edition of the <i>Competencies and Skills Required for Teacher Certification in Florida</i> is being used when developing your curriculum map for your program application. This information is available on the Postsecondary Assessment's website.</p>
<p>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.</p>		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
2.3	<p>Criterion 2.3.1: The program describes the plan for providing weekly 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.</p> <p>These activities shall include:</p> <ul style="list-style-type: none"> • Common planning time • Ongoing professional development targeted to a teacher's needs • Opportunities for a teacher to observe other teachers • Co-teaching experiences • Reflection • Follow-up discussions 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ❑ <i>How are mentees and mentors matched?</i> ❑ <i>Who/which office oversees this process?</i> ❑ <i>When/what year do the candidates enter the PDCP program?</i> ❑ <i>Which year are candidates assigned a mentor?</i> ❑ <i>What is the minimum mandatory length of the mentorship program?</i> ❑ <i>What do the weekly mentoring and induction activities look like?</i> ❑ <i>How will these activities be monitored?</i> ❑ <i>How does the program ensure that the mentor activities support the mentee in mastering the UCC components?</i>

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)3 a., F.S.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
3.1	<p>Criterion 3.1.1: The program describes the process for selecting qualified mentors who meet the following requirements:</p> <ol style="list-style-type: none"> i. Hold a valid professional certificate issued by the department; ii. Earned at least 3 years of teaching experience in prekindergarten through grade 12; 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ❑ <i>What are the required qualifications for your PDCP mentors?</i> ❑ <i>What is the process for selecting qualified mentors that meet state requirements?</i> ❑ <i>How will your program <u>monitor</u> the qualifications to ensure that the state-mandated requirements have been met?</i> ❑ <i>What will the <u>ongoing</u> mentor training look like?</i>

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	<ul style="list-style-type: none"> iii. Completed specialized training in clinical supervision; iv. Earned an effective or highly effective rating on the prior year's performance evaluation under s.1012.34, F.S.; v. Must agree to participate in ongoing mentor training as cited in s.1012.98(3)(e), F.S. and specified below: <ul style="list-style-type: none"> o Teacher development o Peer coaching o Time management 	<p>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</p>
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Indicator 3.2 Candidate Final Summative Evaluation: The program will use a state-approved performance evaluation that is aligned with the FEAPs 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. The final summative evaluation includes an explicit focus on: student engagement in learning and participation in the lesson; impact of candidate instruction on learning during the observed lesson; specific, research-based classroom management strategies; use of formative assessment to inform instruction; differentiated instruction for English language learners, students with disabilities, and gifted needs; academic feedback and questioning; and candidate content knowledge.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
3.2	<p>Criterion 3.2.1: The program shall provide:</p> <ul style="list-style-type: none"> 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. 	<p>Program provides:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A statement ensuring it is using its school district's state-approved instructional personnel evaluation system <input type="checkbox"/> 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.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
3.3	<p>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.</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How will your program determine candidates have demonstrated positive impact on p-12 student learning growth using multiple evaluation methods?</i> <input type="checkbox"/> <i>What data are collected?</i> <input type="checkbox"/> <i>Who will collect the data?</i> <input type="checkbox"/> <i>How and when will the data be collected?</i> <input type="checkbox"/> <i>How will the data be documented?</i> <input type="checkbox"/> <i>What data is collected on nonVAM (state calculation) candidates?</i>

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		<p>Possible data sources: Pre/post tests VAM (provided through eIPEP portal by FDOE) District and state assessments Formative and summative assessments Daily exit tickets</p>
<p>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.</p>		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
3.4	<p>Criterion 3.4.1: The program describes how candidates receive feedback on their performance. Feedback shall include, at a minimum:</p> <ul style="list-style-type: none"> i. Evidence of student learning; ii. Strategically builds on prior feedback; and iii. Identifies key action steps for improvement. 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How often are candidates observed?</i> <input type="checkbox"/> <i>Who is observing candidates?</i> <input type="checkbox"/> <i>What will be the typical length of each observation?</i> <input type="checkbox"/> <i>Who provides the feedback to the candidates?</i> <input type="checkbox"/> <i>When is feedback provided?</i> <input type="checkbox"/> <i>Does the feedback include a clear link to evidence of student learning during the observed lesson?</i> <input type="checkbox"/> <i>Does the feedback strategically build on previous feedback?</i> <input type="checkbox"/> <i>Does the feedback identify key action steps for improvement?</i>

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.

Standard/ Indicator	Criteria for Program Approval	Additional Guidance
4.1	<p>Criterion 4.1.1: 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:</p> <ul style="list-style-type: none"> i. Impact of p-12 student learning for all employed program completers (<i>identify the specific types of p-12 student learning data you will collect</i>); ii. Program completers' performance as 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How are multiple sources of high-quality data (both internal and external) used to monitor <u>program</u> performance and inform continuous improvement efforts?</i> <input type="checkbox"/> <i>What data are being used to monitor program progress and performance?</i> <input type="checkbox"/> <i>What formative assessments will candidates use to assess their impact on student learning during instruction in the p-12 classroom?</i> <input type="checkbox"/> <i>How does your program collect the data?</i>

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	<p>evidenced by the Annual Program Performance Report Card (APPR);</p> <p>iii. Impact of p-12 student learning for all program <u>candidates</u> (<i>identify the specific types of p-12 student learning data you will collect</i>);</p> <p>iv. Program candidates' culminating performance evaluations in demonstration of mastery of the UCC;</p> <p>v. Program candidates' FTCE subtest results at the competency level; and</p> <p>vi. Other data results under consideration by the program (if applicable).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>When will data be collected?</i> <input type="checkbox"/> <i>Who will be collecting the data?</i> <p>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 Formative and Summative assessments Pre and Post assessments Daily exit tickets APPR data are accessible at: https://www.florida-eipep.org/ FTCE Results: EdReports provides access to FTCE subtest results (access provided to program upon state-approval).</p>
<p>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.</p>		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
4.2	<p>Criterion 4.2.1: The program describes the process or plan for monitoring:</p> <p>i. Candidate's performance on the Uniform Core Curricula (UCC) in coursework/training and in the classroom;</p> <p>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;</p> <p>iii. Candidate's impact on student learning growth; and</p> <p>iv. Other program expectations (if applicable).</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What evidence will be gathered to monitor these areas?</i> <input type="checkbox"/> <i>How will the evidence be documented?</i> <input type="checkbox"/> <i>Are there established internal checkpoints throughout the program to ensure all candidates have met high standards before advancing through the program?</i> <input type="checkbox"/> <i>By what method is your program tracking candidate progression (e.g., iReady, Performance Matters, etc.)?</i> <input type="checkbox"/> <i>Who will assist or participate in the monitoring of the candidates' performance?</i> <input type="checkbox"/> <i>How often will the monitoring of the candidates' information occur?</i> <input type="checkbox"/> <i>How is your program monitoring the candidate's FTCE progress and performance?</i> <input type="checkbox"/> <i>How is your program monitoring each candidate's impact on student growth?</i>

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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: <ul style="list-style-type: none"> <input type="checkbox"/> <i>What steps are in place to determine when and if remediation is needed for a candidate?</i> <input type="checkbox"/> <i>What is the plan for providing remediation?</i> <input type="checkbox"/> <i>What resources and/or supporting documents will be used in this remediation process?</i> <input type="checkbox"/> <i>Who will participate in the remediation process?</i>
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.		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
4.3	Criterion 4.3.1: The program describes the process or plan, and the evidence used to monitor the quality of the following: <ol style="list-style-type: none"> i. The teacher mentorship and induction component; and ii. The observation and feedback system, and how clinical education supports it. 	Guiding Questions: <ul style="list-style-type: none"> <input type="checkbox"/> <i>What evidence will be used to monitor the quality of <u>each</u> of these components?</i> <input type="checkbox"/> <i>Who will be involved in the review of this evidence?</i> <input type="checkbox"/> <i>When will this review occur?</i> <input type="checkbox"/> <i>How are mentor and induction activities tracked and monitored?</i> <input type="checkbox"/> <i>Who monitors and tracks these activities?</i>
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.		
Standard/ Indicator	Criteria for Program Approval	Additional Guidance
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: <ul style="list-style-type: none"> <input type="checkbox"/> <i>How will the aggregated data be analyzed to determine the program's effectiveness in preparing candidates to positively impact p-12 student learning?</i> <input type="checkbox"/> <i>Who will analyze the data?</i> <input type="checkbox"/> <i>How often will the data be analyzed?</i> <input type="checkbox"/> <i>What is the process for how data results will be used to identify and implement programmatic improvements?</i>
4.4	Criterion 4.4.2: The program describes the roles and responsibilities of stakeholders that will be part of the continuous program improvement	Guiding Questions: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Who are the stakeholders involved in the continuous improvement process?</i>

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	process and how their input will be used for enhancing the program.	<ul style="list-style-type: none">❑ <i>What are the stakeholder's specific roles and responsibilities in the continuous improvement process?</i>❑ <i>How will the program use stakeholder input to improve the program components?</i>
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