FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION

Document Guidance:

This document is intended to guide programs through the application process. Please read and review this document carefully prior to submitting your final program application.

A program's application is the blueprint for program implementation. The application and processes for operation, including delivery, curriculum, assessments, field experiences, data collection and continuous improvement. The purpose of this document is to provide technical assistance to postsecondary institutions in the development of an initial teacher preparation program (ITP) application. The components of the program application will address each of the initial approval standards and the corresponding indicators and criteria in detail. In addition, throughout this document, a deeper explanation of each standard's criterion is provided to assist in developing the program application.

Brief descriptions of the four program approval standards are as follows:

- *Standard 1* concentrates on the quality of selection for teacher candidates admitted to the program.
- *Standard 2* addresses the processes for ensuring program candidates and completers are prepared to instruct prekindergarten through grade 12 students to meet high standards for academic achievement.
- *Standard 3* covers how the program will ensure high-quality field & clinical experiences will be provided for each program candidate.
- *Standard 4* focuses on program effectiveness and how data will be used to make program improvements.

To assist with *supporting evidence*, the Florida Department of Education (Department) provides the following:

(1) Data via the electronic Institutional Program Evaluation Plan (eIPEP) platform:
- Employment Data
- Student Performance/Value-added Model (VAM) Data
    - Reading/English Language Arts (ELA) Grades 4-10
    - Mathematics Grades 4-8 and Algebra (Grade 9 only)

- [Annual Program Performance Report](#) (APPR)
  - Candidate Readiness
  - Workforce Contribution
  - Impact on Student Learning
  - Teacher evaluation results on program completers

(2) Reporting Tool:

- *Results Analyzer* – Tool provided to state-approved educator preparation programs with the following features:
  - Create relevant and timely reports on candidate and institution Florida Teacher Certification Examination (FTCE) results
  - Customize data queries to align with institution goals and areas of interest
  - Aggregate performance data across testing program years
  - Export data to Microsoft® Excel or other report software and print graphics
  - Analyze candidate and institution data for numerous variables

(3) Interactive Reporting Websites:

- [Know Your Data](#) – This resource page assists institutions and school districts to obtain information on school grades and student demographics. The purpose of this site is to connect people with reports and statistical information about prekindergarten through grade 12 (p-12), college, career and adult education and employment outcomes for Florida students, staff and schools. Information is provided in a variety of formats including graphs, tables, maps and custom reports.
- [Know Your Schools](#) – This education information portal provides information on school grades and demographic information by school. This website provides access to information on Florida Report Cards, advanced reports and data files in a highly visual format to facilitate consumption and use of these data.

FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION

A program application shall contain the following:

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 section (s.) 1004.04(3)(b), Florida Statutes (F.S.), prior to admission, ensuring candidates have a Grade Point Average (GPA) of at least a 2.5 on a 4.0 scale.

1.1.1: The program describes its admission requirements including the requirements outlined in s. 1004.04(3)(b), F.S.

The institution shall identify the admission requirements candidates must meet prior to being accepted into the program. The program must include the requirements outlined in s. 1004.04(3)(b), F.S., but should also include any additional admission requirements imposed by the institution if applicable.

The admission requirements specified in s. 1004.04(3)(b), F.S., requires the candidate to have a GPA of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum GPA of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined by State Board rule or any college or university otherwise approved pursuant to State Board of Education rule.

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.

1.2.1: The program describes its plan for annually collecting, monitoring and reporting data on: admitted candidates, enrolled candidates and candidate completers.

The institution shall describe the annual process for collecting, monitoring and reporting data on candidates (1) admitted into the program; (2) enrolled in the program; and (3) completed the program. A detailed description of the process shall include which office at the institution will collect and report this data to the applicable data source and how these data are monitored. State universities and private institutions report their candidate and completer data through the eIPEP platform. State colleges report their data directly to the

Division of Florida Colleges. Data to be **collected** should include, but is not limited to, GPA at time of admission and exit of the program. Data to be **monitored** should include, but is not limited to, progression of coursework in the program including the semester the internship was completed. Data to be **reported** specifically to the Department annually includes the aforementioned as well as the following: certification area or program of study and degree level, and personal identifier information including demographic data.

Guiding Questions:
- ➢ When it will occur?
- ➢ Who will be doing it?
- ➢ How often and by what process/method, etc.?

> **Indicator 1.3 Ombudsman:** The program has a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56, F.S.

1.3.1: The program provides the following contact information for the certification ombudsman: name, title, telephone number and email address.

The institution shall provide contact information for the certification ombudsman who will be responsible for handling the procedures required for program graduates to obtain educator certification as specified in s. 1012.56, F.S. The contact information must include the name, title, telephone number and email address of the institution's ombudsman.

> **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. The program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. For the purposes of this requirement, identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.
>
> **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 coursework and field experience(s).

Effective May 2025

FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION

2.1.1: The program shall indicate how it will instruct and assess each candidate's progress and mastery of the UCC in coursework and field experiences, as defined in Rule 6A-5.066(1), Florida Administrative Code (F.A.C.), to include:

- Candidate instruction and assessment in the Florida Educator Accomplished Practices (FEAP) across content areas;
- Use of state-adopted content standards provided under s. 1003.41, F.S., and prescribed in Rule 6A-1.09401, F.A.C., to guide curricula and instruction;
- Scientifically-researched and evidence-based reading instruction (*satisfied by an approved Reading matrix)*;
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English Language Learners (ELLs) prescribed in Rule 6A-4.0244, F.A.C.;
- Strategies appropriate for instruction of students with disabilities;
- Strategies to differentiate instruction based on student needs;
- Strategies and practices to support evidence-based content aligned to state standards and grading practices;
- Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support;
- Strategies to support the use of technology in education and distance learning; and
- Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards.

The program will create appropriate curriculum maps and matrices to identify how the program will instruct and assess candidates on the UCC. Sample curriculum maps and matrices for the FEAP, the Reading Endorsement Competencies (REC), the English for Speakers of Other Languages (ESOL) Standards and the other UCC areas (e.g., state-adopted content standards, content literacy and mathematical practices, etc.) are available on the Resources website. Additional information can be found at http://www.cpalms.org/Public/search/Standard. Each program is responsible for ensuring that their candidates are prepared to understand and teach the state-adopted content standards for the subject(s) and grade levels in which the candidate is being prepared to teach.

Reading Competencies:
Each program is required to submit a reading matrix that addresses specified reading competencies as noted below:
- Candidates completing a teacher preparation program in a certification area identified pursuant to s. 1012.585(3)(f), F.S., and State Board of Education Rule 6A-4.0051, F.A.C., must be prepared in REC one (1) through five (5), including completion of

Effective May 2025

the endorsement practicum through the candidate's field experience in order to graduate from the program. The following program areas are impacted by this legislation.

- o Prekindergarten-Primary Education (age 3 to grade 3)
- o Elementary Education (grades K-6)
- o Middle Grades English (grades 5-9)
- o English (grades 6-12)
- o Reading (endorsement)
- o Reading (grades K-12)
- o English to Speakers of Other Languages (grades K-12)
- o Exceptional Student Education (grades K-12)

- With the exception of the program areas specified above, candidates in middle grades (grades 5-9), secondary (grades 6-12), elementary and secondary coverage (grades K-12), and professional service areas (PK-12) certification programs shall be prepared in REC one (1) and two (2).

ESOL Standards:
An ESOL matrix is required for programs with an ESOL endorsement component. Below are the programs that are required to have the ESOL endorsement:

- Prekindergarten-Primary Education (age 3-grade 3)
- Elementary Education (grades K-6)
- Middle Grades English (grades 5-9)
- English (grades 6-12)
- Exceptional Student Education (grades K-12)

All other programs are required to include a 3-semester hour college credit overview or survey ESOL course, which must be identified within the application. This course shall address, at an awareness level, the five ESOL areas specified in Rule 6A-4.02451, F.A.C. No ESOL matrix is required.

Other Endorsement Areas:
A matrix describing the critical tasks (or assignments) and assessments during coursework and field experiences for the competencies and skills is required for all other endorsement areas. Other than reading and ESOL, specific *Competencies and Skills for Teacher Education* are not outlined in State Board of Education rule. Instead, a program seeking to include these other endorsement areas shall

Effective May 2025

identify within the application narrative the appropriate national or professional association standards associated with the endorsement area, and create a matrix that includes those national standards' *competencies and skills.* The matrix shall include how the program will address and assess the individual competencies and skills, while also considering the Florida certification course requirements found under the *academic endorsement* section located at http://www.fldoe.org/teaching/certification/certificate-subjects/. If needed, please contact edprepfolio@fldoe.org for assistance.

2.1.2: As part of the initial application process, the program provides information on the courses that will be included in the program.

The program must submit the following information for each course that is part of the program: prefix, number, title, description and learning outcomes. An Excel spreadsheet is available on the Initial Approval website for programs to use to provide this information. Please ensure that all required fields are completed for each course.

> **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.

2.2.1: The program describes how it will ensure that each candidate is prepared to pass each portion of the FTCE prior to program completion, including the General Knowledge examination, the appropriate Subject Area examination(s) and the Professional Education examination.

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. Consider how well the courses in the program cover the competencies and skills that will be assessed on the exams.

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 in coursework to pass each subtest of each FTCE?

2.2.2: The program provides curriculum maps, showing how the coursework is aligned to the Competencies and Skills Required for Teacher Certification in Florida prescribed in Rule 6A-4.0021, F.A.C., for the following FTCEs:
  • Subject Area(s) identified in the program application
  • Professional Education

Effective May 2025

The program shall provide curriculum maps identifying what course(s) address and assess each skill within each competency for each certification subject identified in the program application. (For example, if the program is addressing both Elementary Education and Exceptional Student Education, a curriculum map is required for each of the certification content areas.) In addition, a separate curriculum map is needed for the Professional Education examination for **only** Competencies 7 and 8 since these competencies are not addressed in the FEAP. Sample curriculum map templates are available on the Resources website.

Note: After completing the curriculum maps, review how well your curriculum covers the knowledge and skills assessed by the applicable examination to determine if any changes in the curriculum may be needed to better prepare candidates for testing. Ensure that the most current edition of the *Competencies and Skills Required for Teacher Certification in Florida* is being used when developing your curriculum maps for your program application. This information is available on the Postsecondary Assessment website.

> **Indicator 2.3 Two-Year Guarantee:** The program will monitor and remediate program completers who were referred by the employing school district during the first two years immediately following program completion.

2.3.1: The program describes a plan to remediate program completers who were referred by the employing Florida school district during the first two years immediately following program completion.

As specified in s. 1004.04, F.S., "Each teacher preparation program must guarantee the high quality of its program completers during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first." The institution shall describe how the plan is developed and what supports will be in place to assist completers who earn a final summative evaluation rating of "developing" or "unsatisfactory" on the performance evaluation and who are referred by the employing Florida public school district to the program for additional training. The remediation plan should also include a process for collaborating with the employing school district(s).

2.3.2: The program describes a plan to monitor program completers who were referred by the employing Florida school district during the first two years immediately following program completion.

The program must provide details on how it will monitor those individuals that are referred by the district to ensure the needed assistance outlined in the remediation plan is provided. For example, who will be responsible for monitoring the remediation plans, where will the information be documented and how often will it be reviewed?

Effective May 2025

> **Indicator 2.4 Program Assurance:** The program verifies and submits a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities.

2.4.1: The program must submit a written statement verifying it does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institution of the United States and were created to maintain social, political and economic inequalities.

The program must provide a written assurance statement that is signed by the president of the institution or designee verifying that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. For the purposes of this requirement, identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the person's race, color, national original, sex, disability, religion or marital status. Institutions refer to the initial creation and foundational structure of the legislative, executive, and judicial branches of the United States government. A Program Assurance Form is available on the Initial Approval website.

> **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 Field Experience Supervisor and Instructor Qualifications:** The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel 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, meet the requirements outlined in s. 1004.04(5)(a-b), F.S.

3.1.1: The program describes its process for selecting the postsecondary faculty, and school district personnel and instructional personnel who meet the qualifications outlined in s. 1004.04(5)(a-b), F.S.

Effective May 2025

FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION

The program shall identify the selection requirements the postsecondary faculty <u>and</u> school district personnel must meet prior to supervising candidates during field experiences. The program must include the requirements outlined in s. 1004.04(5)(a-b), F.S., but should also include any additional criteria imposed by the institution, if applicable.

The qualifications for postsecondary program faculty are as follows:

1. Specialized training in clinical supervision;
2. At least 3 years of successful, <u>relevant</u> p-12 teaching, student services, or school administration experience; and
3. Annual demonstration of experience in a <u>relevant</u> p-12 school setting as defined by State Board of Education Rule.

   Per State Board Rule 6A-5.066, F.A.C., annual demonstration of experience in a relevant 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.

The qualifications for school district personnel are as follows:

1. Evidence of "clinical educator" training;
2. A valid professional certificate* issued pursuant to s. 1012.56, F.S.;
3. At least 3 years of teaching experience in p-12; and
4. Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34, F.S., or be a peer evaluator under the district's evaluation system approved under s. 1012.34, F.S.

*Indicating the appropriate personnel must hold a valid Florida certificate is not sufficient; the documentation must specify a valid Florida <u>professional</u> certificate.

Please note that school district personnel who supervise or direct teacher preparation students during internships will be required to have a certificate or endorsement in reading if <u>any</u> of the following occur:

Effective May 2025

- Internship takes place in a kindergarten through grade 3 setting
- Candidate is enrolled in a teacher preparation program for a certification area identified below:
  o Prekindergarten-Primary Education (age 3 to grade 3)
  o Elementary Education (grades K-6)
  o Middle Grades English (grades 5-9)
  o English (grades 6-12)
  o Exceptional Student Education (grades K-12)
  o Reading (endorsement)
  o Reading (grades K-12)
  o English to Speakers of Other Languages (grades K-12)

Guiding Question:
  ➤ What selection criteria are used to demonstrate that cooperating teachers will be effective mentors?

3.1.2: The program describes its process for monitoring the qualifications of postsecondary faculty, and school district personnel 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.

The program shall provide a descriptive narrative explaining how it will monitor the qualifications of both postsecondary faculty and school district personnel to ensure that the state-mandated requirements outlined in s. 1004.04(5)(a-b), F.S., have been met for those who instruct or supervise the field experience courses or internships.

For example, how will the qualifications for the postsecondary faculty be documented, including annual demonstration of relevant experience? How often will it be monitored and by whom? How will the program monitor the qualifications of district employees who will be supervising the program candidates to ensure they have met the necessary qualifications? If selection is determined at the district level, please explain how the institution/district partnership provides checkpoints to allow the program to verify the qualifications have been met.

Effective May 2025

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 partnering 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.

3.2.1: The program shall ensure (by including a statement) that it uses its partnering school district(s)' state-approved instructional personnel evaluation system as part of the final summative evaluation of each program candidate during the final internship. The program shall also provide either a web link or a copy of the partnering district(s)' state-approved instructional personnel evaluation system that is being utilized.

The program shall identify its partnering school district(s) and indicate in the program application narrative that the school district's state-approved instructional personnel evaluation system will be utilized for the summative evaluation of its candidates during their final internships/practicums. The institution shall also provide either a web link or a copy of the partnering school district's state-approved instructional personnel evaluation system.

It is imperative that the institution establish a partnership with the school district(s) and become proficient in using its instructional personnel evaluation system. The intent for this requirement is to ensure that teacher candidates are familiar with your partnering district's evaluation system and are able to meet the expectations of the school district in which they are to be employed.

Indicator 3.3 Impact on Student Learning Growth: The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.

3.3.1: The program describes the content-specific formative and summative evaluation methods that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.

The program shall describe how program candidates will determine they have demonstrated positive impact on p-12 student learning growth over a significant period of time using multiple evaluation methods. For example, what formative and summative assessments

will candidates use to assess their impact on student learning during instruction in the p-12 classroom (e.g., questioning strategies, student work portfolios, digital response clickers, exit tickets, pre-assessments and post-assessments)? Consider how candidates can determine p-12 student learning is occurring on a daily basis as well as after a unit lesson has been taught. The types of formative and summative assessments used by candidates during their field experiences should be included in the narrative.

> **Indicator 3.4 Feedback:** The program will provide specific and actionable feedback to program candidates on their performance in field experiences that includes measurable evidence of student learning, strategically builds on prior feedback and identifies key action steps for improvement.

3.4.1: The program describes how candidates receive feedback on their progress through field experiences. Feedback shall include, at a minimum:
- Measurable evidence of student learning;
- Strategically builds on prior feedback; and
- Identifies key action steps for improvement.

The program shall provide a detailed description of how program candidates will receive feedback on their performance in field experiences/internships that address measurable evidence of student learning during each observed lesson, strategically builds on previous feedback and identifies key action steps for improvement. What is the formal process the program has to ensure that this type of feedback occurs on a consistent basis? It is important that the program's observation and feedback practices consistently provide accurate feedback and support so that all candidates will become effective teachers so that learning can occur for every student.

Guiding Questions:
- Is training on actionable feedback provided by the program to university/college supervisors and cooperating teachers?
- How consistent is the feedback provided to the candidates by the university/college supervisors and cooperating teachers?
- Is the feedback (both written and oral) provided to the candidates accurate, constructive, actionable, and likely to lead to improvements in teaching and learning practices? Is it provided in a timely manner?
- Is evidence of student learning taking place during each observed lesson in the classroom?

FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION

Indicator 3.5 Field Experience Settings: The program will, based upon data, select and monitor settings for teacher candidates to gain practical experience for developing effective teaching skills in schools that are high performing and/or improving with a diverse population of prekindergarten through grade 12 (p-12) students. The settings must be in a variety of challenging environments to include, but not limited to high-poverty schools, urban schools and rural schools. The settings must also serve low-achieving students.

3.5.1: The program describes the process or plan for how settings are <u>selected</u>, based upon data, for each candidate's field clinical experiences and internships relevant to program objectives for the development and practice of candidate skills that represent high-performing and/or improving schools, in a variety of challenging environments, with a variety of p-12 student populations.

The program shall provide a descriptive narrative explaining how high-performing and/or improving p-12 school settings (including challenging environments) are selected relative to the population represented in the partnering Florida school districts. Programs must ensure that the selected settings for field experiences represent a variety of p-12 student populations including low-achieving students. Examples include schools that serve or include populations in urban, rural, low socio-economic status, ELLs and students with disabilities. Programs should identify what data are used to define low-achieving students and challenging environments within their demographic area.

Note: "High-performing" schools are those with a school grade of A or B. "Improving" schools are those that have improved a letter grade from the prior year.

Programs are encouraged to conduct a demographic self-study to address field experience requirements. The self-study would provide information to faculty placing candidates in field experiences to help ensure that a variety of educational settings are provided within the training received by candidates. Institutions should provide a narrative outlining who will be responsible for utilizing the information from the self-study and how they will use the results to inform placement decisions. A demographic self-study could include an analysis of:

- Economic range in the provider's partner districts (including high-poverty populations)

- Demographic populations in the provider's partner districts (diverse populations)

Effective May 2025

- School performance in the provider's partner districts (including high and low achieving schools and students; and/or high performing and improving schools)

- Regional/geographic variety in the provider's partner districts (rural versus urban settings)

- Subgroup performance based on the Subgroup Federal Index and as reported within the Department's Know Your Schools portal by school (low-achieving students, challenging environments)

Guiding Questions:
➢ How is the program ensuring the candidates are placed in field experience settings that represent a variety of p-12 student populations?
➢ How is the program partnering with school districts to ensure candidates are being placed in field experience settings that represent high-performing and/or improving schools in a variety of challenging environments?
➢ When in the school year are candidates placed in field experiences? Ideally, candidates should experience the beginning and the end of the school year. Even if the final field experience does not occur until the spring, the candidates could have field experiences that occur during the first two weeks of the school term to experience "beginning of year" procedures.

3.5.2: The program describes the process or plan for how settings are <u>monitored</u>, based upon data, for each candidate's field clinical experiences and internships relevant to program objectives for the development and practice of candidate skills that represent high performing and/or improving schools, in a variety of challenging environments, with a variety of p-12 student populations.

The program shall provide a descriptive narrative on its monitoring process, including the usage of the results of the demographic self-study, to ensure candidates are placed in a variety of field experience settings. This information should include:
- The process for how the monitoring occurs (e.g., who does it, how often, where it is recorded, etc.)
- The specific data elements tracked (e.g., school grades, urban schools, rural schools, economic status, students with disabilities, ELLs, low-achieving students, etc.)
- The data sources (e.g., Know Your Data, Know Your Schools, demographic self-study, etc.)

The program may wish to consider using a table to complement what is described in the narrative.

3.5.3: The program identifies the length of time program candidates will participate in field experiences prior to completing their culminating field experience. The program will also verify the minimum number of weeks of student teaching that is required.

Per statute, a minimum of 60 hours of preservice field experience must be completed before the culminating field experience, which must include a minimum of 12 weeks of student teaching.

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 that includes regular and data-based self-assessment.

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 purposes on each of the following:
- Impact of p-12 student learning for all employed program <u>completers</u>;
- Program completers' performance as evidenced by the Annual Program Performance Report (APPR);
- Program completer and employer satisfaction surveys;
- Assistance provided to any program completer as a result of the 2-year guarantee;
- Impact of p-12 student learning for all program <u>candidates</u> during field experiences;
- Program candidates' culminating field experience performance evaluations;
- Program candidates' FTCE subtest results at the competency level; and
- Other data results under consideration by the program (if applicable).

<u>Describe each of the following:</u>

Impact of p-12 student learning for program completers:
The program shall describe how it will collect data on its completers to monitor their impact on p-12 student learning. Please note the program should collect data not only on state assessments, but also for subjects and grade levels not measured by these assessments. For completers who teach in subject areas and grade levels not assessed by statewide assessments, the institution shall collaborate with their partner school districts to gather p-12 student learning data. For completers who are employed in private or out-of-state schools,

Effective May 2025

institutions are strongly encouraged to reach out to the principals at the schools and program completers to obtain p-12 student learning data. Other methods of assessing student performance might include national assessments results, student learning goals established by the school and/or district, and district-wide assessments. It is important to note that completers will have student learning results associated with their teaching assignments. Acquiring access to these data will require programs to have strong partnerships with the schools and districts that employ its completers.

Program completers' performance as evidenced by the APPR:
The program shall describe its process for how it will use the data from the APPR that is provided by the Department to monitor the progress of its program completers.

Program completer and employer satisfaction surveys:
The program shall describe its process for how it will collect the surveys from completers and employers. For example, how and when will these surveys be distributed? Who will oversee this process? Also, the program shall provide an assurance statement in the narrative that it will report the survey results annually to the Department.

Assistance provided to any program completer as a result of the 2-year guarantee:
The program shall describe its process for how it will collect the data on the assistance provided to program completers who are referred to the program by the school district for additional training and use the aggregated data for monitoring purposes to help identify potential areas of improvement within the program. Please note that even if the program has not yet received any referrals from the district, it must still describe the process for collecting aggregated data on any referrals it might receive in the future.

Impact of p-12 student learning for all program candidates during field experiences:
The program shall describe the process for how it will collect p-12 student learning aggregated data from its program candidates to measure their impact on p-12 student learning growth for monitoring purposes of the program. Please note the narrative should explain how the program is collecting data from multiple candidates and using it for program improvements.

Program candidates' culminating field experience performance evaluations:
The program shall describe how it will collect the summative performance evaluation results of the program candidates, which were completed by the postsecondary faculty, during their final internships/practicums for monitoring purposes of the program. Programs should utilize these data at the aggregate level to identify program strengths and opportunities for improvement as part of their program performance management.

Effective May 2025

Program candidates' FTCE subtest results at the competency level:
The program shall describe how it will collect program candidates' subtest results on the FTCE at the competency level (including the non-passing information) for monitoring purposes. (Upon state-approval, programs will receive access to the *Results Analyzer* tool, which will support their efforts in gathering and monitoring these data.)

Guiding Questions:
  ➢ What types of data will be collected to measure completers' impact on p-12 student learning? For example, an elementary education program could use VAM data for reading/ELA grades 4-6 and mathematics for grades 4-6, Florida Assessment of Student Thinking data for grades K-6 and local district assessments. For a social science grades 6-12 program, data could be collected on local district assessments and end-of-course assessments in Civics and U.S. History.
  ➢ When will data be collected?
  ➢ Who will be collecting the data?
  ➢ How will data be stored?

> **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.

4.2.1: The program describes the process or plan for monitoring:
  • Candidate's performance on the UCC in coursework and field experiences;
  • 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;
  • Candidate's impact on student learning growth; and
  • Other program expectations (if applicable).

The institution shall describe its process for how it will monitor candidate performance on each of the bulleted items listed above to ensure that candidates are meeting program performance expectations. The narrative shall also include information on the role(s) and responsibilities of key faculty members/committee(s) who will assist or participate in the monitoring of the candidates' performance and how often the monitoring of the candidates' information will occur. Consider what types of evidence will be gathered to monitor these areas and how they will be documented. A chart or diagram may also be included in this section to further

Effective May 2025

explain the monitoring process conducted by the program. Sample headings for such a monitoring chart may include the following: *Monitored Area*, *Date of Checkpoints*, *Person Responsible*, and *Source of Evidence*.

Guiding Questions:
➢ Are there established internal checkpoints throughout the program to ensure all candidates have met high standards before advancing through the program?
➢ Are there established timeframes for candidates to pass the various FTCEs so the program can monitor the progress of the candidates before allowing them to continue in the program?
➢ What program or system will be used to monitor the candidates' progress?

4.2.2: The program describes the process or plan for providing remediation for candidates not meeting program performance expectations.

The institution shall describe the plan for how it will assist candidates in meeting the program performance expectations, which includes performance on the UCC, impact on student learning growth, and passing the FTCEs. The description shall include a step-by-step remediation process to meet the individual needs of candidates. A chart could be included to help explain the remediation process. Sample headings may include the following: *Area of Concern*, *Person Identifying Need for Remediation*, *Remediation Supports/Resources*, and *Person/Office Providing Remediation*.

Guiding Questions:
➢ How will the program identify struggling candidates?
➢ How are strategic interventions determined to ensure each candidate's identified weaknesses are addressed?
➢ What process will be used to develop an individualized remediation plan?
➢ Which faculty or other personnel will assist in the remediation process?
➢ What resources will be needed to support struggling candidates to assist them with the UCC, student learning growth, and passing the FTCEs?

> **Indicator 4.3 Monitoring Coursework and Field Experiences:** The program will monitor the quality of coursework; connections between program coursework and field experiences; and the observation and feedback system, including clinical education training.

Effective May 2025

4.3.1: The program describes the process or plan, and the evidence used to monitor the quality of the following:
- Coursework;
- Connections between program coursework and field experiences;
- Observation and feedback provided to the program candidates by the university/college supervisors and cooperating teachers; and
- Training provided to both university/college supervisors and cooperating teachers who supervise program candidates.

The program shall describe its recursive process on how it will monitor the quality of its program to ensure it is meeting the needs of the candidates, completers, and employers of its graduates. The narrative shall also include information on the role(s) and responsibilities of key faculty members/committee(s) who will assist or participate in the monitoring process of the program and how often the monitoring will occur. In addition, the program shall describe what types of evidence (e.g., faculty/peer observations, surveys, etc.) will be collected to monitor these areas and how they will be documented. A chart or diagram may also be included in this section to further explain the quality review process conducted by the institution of its program.

Coursework:
The program ensures candidates have a deep understanding of the content learned in coursework. The application shall detail the process the program will use to monitor the quality of its coursework and its intended outcomes outlined in the syllabi.

Guiding Questions:
➢ Does the program observe courses being taught to make sure they align to the syllabi?
➢ Are program candidates' FTCE subtest results used to identify potential courses that need to be revised?

Connections between program coursework and field experiences:
The program ensures that candidates are able to sufficiently and accurately transfer knowledge gained in coursework and demonstrate/apply it in field experiences/internships. The application shall detail the process it will use to monitor the connections between program coursework and field experiences. When explaining the process, include details on the opportunities candidates are provided to practice key teaching skills (e.g., assessment, differentiation) in field experiences; and what connections (e.g., scenarios, simulations, modeling strong instructional practices) are made in courses between course knowledge and its application to teaching practices so that candidates learn how to apply their coursework knowledge.

Effective May 2025

Guiding Question:
  ➢ Do course instructors and field experience supervisors meet on a regular basis to discuss and refine the connections between coursework and field experiences?

Observation and feedback provided to the program candidates by the university/college supervisors and cooperating teachers:
The program monitors the quality of the observation and feedback system to ensure this system adequately supports the development of candidates' performance in p-12 field experiences. The application shall detail the process the program will use and what evidence will be collected to monitor its observation and feedback. This process must ensure that candidates consistently receive high quality written and oral feedback from both the postsecondary faculty and cooperating teachers during field experiences.

Guiding Questions:
  ➢ Are the same observation forms used by the field experience supervisors and cooperating teachers?
  ➢ Are completed observation forms reviewed by the program for consistency, student learning, actionable feedback for improvements, building on prior feedback, etc.?
  ➢ Are surveys (e.g., field experience supervisors, program completers, etc.) used to identify potential improvements to the observation and feedback process?

Training provided to university/college supervisors and cooperating teachers who supervise program candidates:
The program monitors the quality of training provided to individuals supervising program candidates' performance in p-12 field experiences/internships. The application shall detail what types of training will be provided to faculty supervisors and cooperating teachers; how often training and re-training will be provided; and who will provide the training. The program should also indicate how the feedback collected by the program is used to inform training needs (e.g., add training, update training, conduct re-training, etc.).

Guiding Questions:
  ➢ How are field experience supervisors and cooperating teachers trained and supported by the program on observation and feedback so accurate and consistent feedback (inter-rater reliability) is provided to candidates?
  ➢ Does the training include best practices for conducting high-quality observations and delivering actionable feedback?
  ➢ How are field experience supervisors trained on using the partnering school district(s)' performance evaluation system(s)?

Effective May 2025

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 a data based decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning including how their input and completer and employer satisfaction surveys will be used to support continuous program improvement.

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.

The program shall describe how the aggregated data collected in Criterion 4.1.1 will be analyzed to determine the program's effectiveness in preparing pre-service teachers to positively impact p-12 student learning. The application shall identify who will analyze the data and how often the data will be analyzed. In addition, the process for how data results will be used to identify and implement programmatic improvements needs to be described. The program may also wish to include a chart in this section to further explain how the data will be used to make improvements to the program.

4.4.2: The program describes how completer and employer satisfaction surveys will be used for continuous improvement.

The program shall describe how the results from the completer and employer satisfaction surveys will be used to determine (1) if the program prepared completers for the realities of the classroom, and (2) if the employers were satisfied with the program and its responsiveness to the local school districts. The program should also provide details on how it ensures that the questions, response rate and process surrounding the surveys adequately measure the required elements as outlined in s. 1004.04, F.S., and should specifically identify how the program is improving the data quality of the survey results to identify and address areas of continued improvement.

4.4.3: 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.

The program's continuous improvement process shall include a variety of stakeholders who will assist in the decision-making process. The institution shall identify (1) the stakeholders who are involved in the continuous improvement process; (2) the stakeholders' specific roles and responsibilities; and (3) the formal process for making programmatic improvements. Keep in mind that stakeholders can be both internal and external groups (e.g., program faculty, program graduates, school district personnel, classroom teachers, principals, community agencies and business representatives). The program may wish to include a chart or diagram to further assist in explaining the continuous improvement process within its institution. Sample headings may include the following: *Stakeholder*, *Feedback/Data Collected, Timelines for Collecting Data*, and *Feedback/Data Review Process*.