

# Continued Approval Standard Guidelines

<p><b>Standard 1. Core Curriculum Content</b></p> <p>The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p><b>1.1 Current mandated state requirements and curricular content are consistently implemented and published in required documents.</b></p>		
<p>In order to fully demonstrate that approved programs meet requirements for <u>Standard One</u>, the following elements of the Uniform Core Curriculum must be addressed and assessed throughout each state approved program(s). Assessments are documented in syllabi, modules, and coursework. A curriculum map/matrix/or chart <b>for each program</b> must be provided that includes the following elements:</p> <ul style="list-style-type: none"> <li>• Florida Educator Accomplished Practices (FEAPs)/<i>Professional Education Competencies and Skills for Teacher Certification (PECs)</i></li> <li>• <i>Subject Area Competencies and Skills for Teacher Certification, (Current Edition)</i></li> <li>• ESOL Performance Standards and <i>ESOL Competencies and Skills for Teacher Certification, (Current Edition)</i></li> <li>• Reading Endorsement Competencies</li> <li>• Additional Elements of the Uniform Core Curriculum</li> </ul>		
<p>A. <a href="#"><u>The Florida Educator Accomplished Practices (FEAPs) at the pre-professional level and Professional Education Competencies and Skills for Teacher Certification (PECs)</u></a></p> <p><b>Note:</b> A crosswalk of the FEAPs and the associated PECs to which they are related is provided and <u>may</u> be used so that when each FEAP is assessed at least twice as described in this document; the corresponding PECs are</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each FEAP/PEC is fully addressed through at least two defined candidate performance measures with identified assessments.</li> <li><input type="checkbox"/> Assessments allow for candidates to demonstrate increasing levels of proficiency:               <ol style="list-style-type: none"> <li>1. A description and/or examples of those assessments that will evaluate performance measures are provided.</li> <li>2. A clear alignment is shown between the performance measure, assessment/critical task, and assessment criteria.</li> </ol> </li> </ul>	<p><b><u>IPEP Reporting:</u></b></p> <p>A matrix is provided that includes a full description of the assessment/activity and course title for each FEAP/PEC. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>• Title of Activity/Assessment</li> <li>• Performance measure/indicator that is being assessed</li> <li>• Purpose/description of activity or assessment</li> </ul>

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<p>considered assessed, as well. The two remaining PECs, ESOL and Foundations of Education, are covered in sections C and F, respectively of criterion 1.1.</p>	<p>Stand-alone endorsement programs do not address this requirement. (1.1.A)</p>	<ul style="list-style-type: none"> <li>• Instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> <p><b><u>Summary Report:</u></b></p> <p><b>In order to demonstrate the alignment of the task, rubric, the following must be included:</b></p> <p>A matrix is provided that includes a full description of the assessment/activity and course title for each FEAP/PEC. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>• Title of Activity/Assessment</li> <li>• Performance measure/Indicator that is being assessed</li> <li>• Purpose and description of activity or assessment</li> <li>• Instrument used, i.e. rubric, examination, feedback form, etc.</li> <li>• Sample rubrics or assessment criteria for tasks should be provided.</li> </ul> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Curriculum maps/matrices/modules with descriptions of performance measures/indicators and tasks used to assess the FEAPs/PECs.</li> <li>▪ Curriculum maps/matrices/modules that show where two points are assessed;</li> </ul>
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		<p>once in coursework, the other, in student teaching.</p> <ul style="list-style-type: none"><li>▪ Rubrics that have criteria that are clearly linked to the performance measures/indicator. (Rubrics will be reviewed by random selection)</li><li>▪ If assessment instruments other than rubrics are used, such as exams, feedback forms, etc., these should be provided. (Assessment instruments will be reviewed by random selection)</li><li>▪ Syllabi that clearly articulate the link between tasks/assessments and the performance measures/indicators to be assessed. (Syllabi will be reviewed by random selection)</li></ul>
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<p>B. <a href="#"><u>Subject Area Competencies and Skills for Teacher Certification, Most Recent Edition</u></a></p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <p>For those programs that have competencies assessed within education coursework, the following must be shown:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A narrative description and/or summary plan of how the competencies will be assessed.</li> <li><input type="checkbox"/> Indicators under each competency must be addressed in coursework.</li> <li><input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination.</li> </ul> <p>For those programs that have competencies assessed outside of education coursework, the following must be shown:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indicators under each competency must be addressed in coursework.</li> <li><input type="checkbox"/> Course titles, course numbers and a description of general education core courses and/or upper division courses that are used to demonstrate competencies and the required level of performance in the courses are provided.</li> <li><input type="checkbox"/> The course sequence of upper division subject area courses.</li> <li><input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination.</li> </ul> <p>For master's level programs in middle and secondary content areas and other K-12 certification areas, such as Art, Music, and Physical Education that are initial certification, the <i>Subject Area Competencies and Skills for Teacher Certification</i> may be assessed the following ways:</p>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>For all programs that assess competencies within education courses, the following must be included:</p> <p>The matrix must include the following:</p> <ul style="list-style-type: none"> <li>• Title of Activity/Assessment</li> <li>• Competency that is being assessed</li> <li>• Purpose and description of activity or assessment</li> <li>• Instrument used, i.e. rubric, examination, feedback form, etc.</li> <li>• Sample rubrics or assessment criteria for tasks should be provided.</li> </ul> <p>A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p><b>For programs that assess competencies in general education courses the following must be included:</b></p> <p>Course descriptions are provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the <i>Subject Area Competencies and Skills</i>. A description must be included of the process through which the program reviews course grades and performance levels required for demonstration of the <i>Subject Area Competencies and Skills</i>.</p>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> A passing grade in undergraduate/graduate courses that may demonstrate those specific competencies upon admission; or a passing score on the Subject Area portion of the Florida Teacher Certification Examination earned prior to admission.</li> <li><input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination (if not already taken for admission).</li> </ul> <p><b>For stand-alone ESOL endorsement programs, the ESOL Performance Standards and ESOL <i>Subject Area Competencies and Skills</i> must be assessed the following ways in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of the competency is fully addressed through defined candidate performance measures with identified assessments.</li> <li><input type="checkbox"/> A description and/or examples of those assessments that will evaluate performance measures are provided.</li> <li><input type="checkbox"/> A clear alignment is shown between the competency, the assessment/critical task, and assessment criteria.</li> </ul> <p><b>All other stand-alone endorsement areas must assess the certification areas the following ways in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each competency of the endorsement area is fully addressed through defined candidate performance measures with identified assessments.</li> <li><input type="checkbox"/> A description and/or examples of those assessments that will evaluate performance measures are provided.</li> <li><input type="checkbox"/> A clear alignment is shown between the competency, the assessment/critical task, and assessment criteria.</li> </ul> <p>Stand-alone Reading Endorsements should complete the requirements found in</p>	<p>A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p><b>For programs that assess competencies in upper division education courses the following must be included:</b></p> <p>A course sequence of all upper division courses is provided. Course descriptions are also provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the <i>Subject Area Competencies and Skills</i>. A description must be included that details the process through which the program reviews course grades (performance levels) required for demonstration of the <i>Subject Area Competencies and Skills</i>.</p> <p>A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p><b>For master's level programs in middle and secondary content areas and other K-12 certification areas, such as Art, Music, and Physical Education that are initial certification, the <i>Subject Area Competencies and Skills for Teacher Certification</i> may be assessed the following ways:</b></p> <p>A description of how students should meet the <i>Subject Area Competencies and Skills</i> is included. For those master's level programs</p>
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	<p>1.1.E Reading Competencies.</p>	<p>that require completion of undergraduate coursework for demonstration of the <i>Subject Area Competencies and Skills</i>, a description is provided that indicates how the program reviews course grades. For those programs that require a passing score on the Subject Area Examination prior to admission, a description is provided that indicates how these scores are documented in the admissions process.</p> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <p><b>For those programs that have competencies assessed within education coursework, the following must be shown:</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum maps/matrices/modules with descriptions of indicators and tasks used to assess competencies (for those competencies covered in education coursework)</li> <li>▪ Rubrics that have criteria that are clearly linked to the indicator. (Rubrics will be reviewed by random selection)</li> <li>▪ Samples of assessment instruments other than rubrics, such as exams, feedback forms, etc.</li> </ul> <p><b>For those programs that have competencies assessed outside of education coursework, the following must be shown:</b></p>
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		<ul style="list-style-type: none"><li>▪ Curriculum maps/matrices/modules that show where the indicators are addressed in coursework (all programs)</li><li>▪ Catalog</li><li>▪ Student Handbook</li></ul>
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<p><b>Standard 1. Core Curriculum Content</b>          The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p><b>1.1 Current mandated state requirements and curricular content are consistently implemented and published in required documents</b></p>		
<p>C. ESOL Requirements for State-Approved Programs (see <a href="#">Preparing Florida Teachers To Work With Limited English Proficient Students(ELLs)</a>)</p> <ol style="list-style-type: none"> <li>1. For programs with an infused ESOL endorsement:             <ul style="list-style-type: none"> <li>▪ ESOL-specific courses</li> <li>▪ Solid grounding in ESOL through infused courses</li> </ul> </li> <li>2. ESOL requirements for all other programs             <ul style="list-style-type: none"> <li>▪ Survey course</li> </ul> </li> </ol>	<p>For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-k/Primary Education, the following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li>❑ For each performance standard/competency, alignment is clear among the competency, the task and the assessment criteria.</li> <li>❑ The course sequences and descriptions must reflect requirements in <a href="#">Preparing Teachers to Work With Limited English Proficient Students (September 2001)</a> which includes the ESOL Performance Standards and <i>Subject Area Competencies and Skills for ESOL</i>.</li> <li>❑ Field experience(s) working with ELLs (not just observation) is required.</li> </ul> <p>For all other programs, the following must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li>❑ The survey course must provide an introductory level grounding of all of the ESOL Performance Standards.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-k/Primary Education:</p> <p>The matrix used to show where the ESOL/ELL Performance Standards must include a description of the assessment/activity and course title. The description of the assessment itself must include the following components:</p> <ul style="list-style-type: none"> <li>• Title of Activity/Assessment</li> <li>• Competency being assessed</li> <li>• Purpose and description of activity or assessment</li> <li>• Instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <p>For all programs:</p>

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		<ul style="list-style-type: none"> <li>▪ Syllabi (syllabi will be reviewed by random selection)</li> </ul> <p><b>For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-k/Primary Education:</b></p> <ul style="list-style-type: none"> <li>▪ Rubrics and/or assessment instruments, i.e. feedback forms, exams, etc. (rubrics will be reviewed by random selection)</li> <li>▪ Work samples (optional)</li> <li>▪ Observation/field experience forms</li> </ul>
<p>D. Knowledge and understanding of <a href="#">Next Generation Sunshine State Standards</a></p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Next Generation Sunshine State Standards</a> are addressed in student lesson plans used in field experiences and student teaching.</li> </ul> <p>All other stand-alone endorsement programs, besides the stand-alone and infused Reading Endorsement, do not address this requirement.</p>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>A narrative is provided that addresses in what critical tasks/assessments/lesson plan template the Next Generation Sunshine State Standards are addressed.</p> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Syllabi (syllabi will be reviewed by random selection)</li> <li>▪ Lesson plan template</li> </ul>
<p>E. <a href="#">Reading matrix</a>, including the following:</p> <p><b>Please note:</b> Reading Competencies 1-5 must be addressed for elementary education, pre-</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabi are available that include the tasks and courses shown in the matrix.</li> <li><input type="checkbox"/> Course assignments, resources, and assessments are clearly</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>The matrix must include the following:</p> <ul style="list-style-type: none"> <li>• Title of Activity/Assessment for each indicator</li> <li>• Purpose and description of activity or</li> </ul>

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<p>kindergarten/primary, and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the <a href="#">Florida Reading Endorsement Alignment Matrix</a>). Reading Competencies 1 &amp; 2 must be addressed for secondary education programs, and all other K-12 programs that are not primary literacy providers.</p>	<p>described in the matrix and/or syllabi.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted.</li> <li><input type="checkbox"/> Course content and activities demonstrate a progression from theory to application with peers and/or students.</li> <li><input type="checkbox"/> Course content is based on current scientifically-based reading research.</li> </ul> <p><b>For Stand-Alone Reading Endorsement programs, the following must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabi are submitted that include the tasks and courses shown in the matrix.</li> <li><input type="checkbox"/> Course assignments and resources are clearly described in the matrix and/or syllabi.</li> <li><input type="checkbox"/> Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted.</li> <li><input type="checkbox"/> Course content and activities demonstrate a progression from theory to application with peers and/or students.</li> <li><input type="checkbox"/> Course content is based on current scientifically-based reading research.</li> <li><input type="checkbox"/> Competency 6 must show application of all indicators in a culminating practicum setting.</li> </ul> <p>All other Endorsement programs, besides the Reading Endorsement programs, are not required to submit a Reading Matrix.</p>	<p>assessment</p> <ul style="list-style-type: none"> <li>• Instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> <p>A narrative should also accompany the matrix that provides an overview of the assessments in both coursework and field/clinical experiences.</p> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Reading Matrix</li> <li>▪ Syllabi of courses that address the reading indicators and include the tasks shown in the matrix (syllabi will be reviewed by random selection)</li> </ul>
<p>F. All other elements of the <a href="#">Uniform Core Curriculum</a> to</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p>	<p><b><u>IPEP Reporting and Summary Report:</u></b> The matrix must include the following:</p>

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<p>include:</p> <ul style="list-style-type: none"> <li>a. Higher level mathematics concepts instruction for K-12 students for the following programs Elementary Education (grades K-6), Exceptional Student Education (grades K-12), Pre-K/Primary Education (age 3-grade 3), Mathematics (grades 6-12), Middle Grades Mathematics (grades 5-9), Middle Grades Integrated Curriculum (grades 5-9)</li> <li>b. Math computational skills acquisition and measures to improve P-12 computational performance</li> <li>c. Technology appropriate for the grade</li> <li>d. Reading, interpretation and use of data for student achievement</li> <li>e. Information on the state system of school improvement and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each element in 1.1.F is addressed in coursework.</li> <li><input type="checkbox"/> Course syllabi that address higher level mathematics concepts instruction for P-12 students.</li> </ul> <p><b>For all stand-alone endorsement programs, the following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution must provide documentation that the Area (E) in this section (information on the state system of improvement and accountability), and it relates to the endorsement area.</li> </ul>	<ul style="list-style-type: none"> <li>• Competency being addressed</li> <li>• Course where it is addressed</li> <li>• Course syllabi that address higher level mathematics concepts instruction for P-12 students</li> </ul> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Matrix indicating where each of the "other elements" is addressed throughout each state-approved program.</li> </ul>
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<p>accountability</p> <p>f. Teaching strategies to meet the needs of diverse student populations</p> <p>g. Classroom management</p> <p>h. School safety</p> <p>i. Professional ethics</p> <p>j. Educational law</p> <p>k. Write and speak in a logical and understandable style with appropriate grammar</p> <p>l. Recognize signs of students' difficulty with the reading and computational performance</p> <p>m. Foundations and history of education (from <i>Professional education Competencies and Skills</i>)</p>		
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<p><b>Standard 1. Core Curriculum Content</b>          The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p><b>1.2 Field/clinical sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.</b></p>		
<p>A. The institution presents post-placement data with a minimum of three placements per candidate (one placement being student/teaching internship) documenting multiple sites representing diverse cultures and varying exceptionalities including high-needs schools.</p>	<p><b>The following criteria must be met in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies a minimum of three placements with one being the culminating or capstone clinical experience such as student teaching/internship. Placements may include observations and practicum experiences.</li> <li><input type="checkbox"/> Field experiences provide specific guidance from supervising faculty and cooperating teachers through observation instruments and feedback.</li> <li><input type="checkbox"/> Field experiences provide candidates with the opportunity to demonstrate a variety of strategies in multiple placement settings.</li> <li><input type="checkbox"/> Multiple sites representing diverse cultures and varying exceptionalities are defined and described based on school district population data.</li> </ul> <p><b>Master's level programs that provide initial certification for teacher candidates who are already teaching in the classroom:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Field experiences provide specific guidance from supervising faculty through observation instruments and feedback.</li> <li><input type="checkbox"/> For those candidates who are teaching as they complete the program, multiple placement settings may be provided within the same school, through placements with a variety of students.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>A narrative is provided that describes how placements and sites are selected. A description of tasks associated with each field experience or observation should be included in a table or clearly delineated in syllabi.</p> <p>Master's level programs that provide initial certification for teacher candidates who are already teaching in the classroom may have the multiple placements within the teacher's school. A narrative must be provided that explains how this is achieved through varying student populations.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of candidates' site placements and how they meet diversity requirement, i.e. grade level, ethnicities of student population, free/reduced lunch population, exceptionalities within class, setting- rural, urban, suburban</li> </ul>

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<p>B. The institution presents post-placement data that documents the following:</p> <ol style="list-style-type: none"> <li>1. Programs that lead to an ESOL endorsement must provide for an appropriate ESOL placement. (see <a href="#">Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</a>)</li> </ol>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate placements for ESOL practicum experience. (see <a href="#">Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</a>)</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b> A narrative is provided that describes how placements and sites are selected for students.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of student placements</li> <li>▪ Random selection of candidates' site placements and how they meet ESOL requirement</li> </ul>
<p>C. Programs that lead to a <a href="#">Reading Endorsement</a> must include a description that provides for an appropriate placement.</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appropriate placements for Reading practicum experience are provided.</li> <li><input type="checkbox"/> Placement demonstrates application of indicators in a culminating reading practicum or in student teaching.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b> A narrative is provided that describes how placements and sites are selected for students.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of student placements</li> <li>▪ Random selection of candidates' site placements</li> <li>▪ Competency six of the reading endorsement that has been state approved</li> </ul>
<p>D. Endorsement programs must include a description that</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p>	<p><b><u>IPEP Reporting and Summary Report:</u></b> A narrative is provided that describes how</p>

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<p>provides for an appropriate placement.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate placements for practicum experience.</li> <li><input type="checkbox"/> Field-based experiences must provide opportunities for candidates with the opportunity to demonstrate to demonstrate subject area competencies and/or standards.</li> <li><input type="checkbox"/> For those candidates who are teaching as they complete the program, field experiences may be completed within their teaching assignment if they have students that are identified in the endorsement area, i.e. ESOL, Gifted, Severe/Profound, Pre-K Disabilities, Autism, etc.</li> </ul>	<p>placements and sites are selected for students.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of student placements</li> <li>▪ Random selection of candidates' site placements</li> </ul>
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<p><b>Standard 1. Core Curriculum Content</b>                  The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p><b>1.3 Program faculty meet state-mandated requirements for supervision of field/clinical experiences and faculty credentials for ESOL.</b></p>		
<p>A. The institution provides documentation that supervising faculty possess one of the following:</p> <ol style="list-style-type: none"> <li>1. Specialized training in clinical supervision, or</li> <li>2. Valid professional teaching certificate, or</li> <li>3. At least 3 years of successful teaching experience in prekindergarten through grade 12.</li> </ol>	<p><b>The following criteria must be met in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is provided that faculty have completed either specialized training in clinical supervision, or hold a valid professional teaching certificate, or have at least 3 years of successful teaching experience in pre-k- grade 12.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b>                  A narrative must be provided that describes how faculty meet state requirements for supervision. A table indicating faculty credentials based on state requirements may be included.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Supervising faculty vitae</li> <li>▪ Random selection of student placements</li> </ul>
<p>B. ESOL requirements (see <a href="#"><u>Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</u></a>)</p> <ol style="list-style-type: none"> <li>1. Credentials of faculty teaching ESOL-specific courses</li> <li>2. Credentials of faculty teaching infused</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All faculty teaching ESOL specific courses must have an advanced degree in TESOL or a closely related field, i.e. Foreign Languages with an ESOL endorsement or equivalent training and experience.</li> <li><input type="checkbox"/> All faculty teaching infused courses must either have formal ESOL preparation, i.e. coursework, ESOL endorsement or professional certification OR have completed 45 contact hours of professional development in ESOL instructional preparation that is the equivalent to a three hour course.</li> </ul>	<p><b><u>IPEP and Summary Report:</u></b>                  A narrative is provided that addresses the faculty requirements for ESOL specific and ESOL infused courses, as well as a faculty development plan for support and professional development.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p>

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<p>courses</p> <p>3. Faculty development plan for support and for professional development of new faculty</p>		<ul style="list-style-type: none"><li>▪ Faculty vitae</li><li>▪ Professional development plan</li></ul>
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<p><b>Standard 1. Core Curriculum Content</b>          The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p><b>1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.</b></p>		
<p>A. The institution provides documentation from partnering school districts stating that all district personnel meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. Evidence of clinical educator training</li> <li>2. Successful demonstration of effective classroom management strategies that consistently result in improved student performance.</li> <li>3. Evidence of ESOL credentials (if applicable)</li> </ol>	<p><b>The following criteria must be met in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that district personnel have completed specialized training in clinical supervision, and successful demonstration of effective classroom management strategies that consistently result in improved student performance.</li> </ul> <p>Stand-alone endorsement programs do not address this requirement.</p>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>A narrative should be provided that explains how requirements for school district personnel are documented and monitored. For those institutions that work with districts that place their students, a letter from the district must be provided that states that all students will be placed with teachers who meet state requirements.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Description of the process in which district qualifications are monitored.</li> </ul>

# Continued Approval Standard Guidelines

<b>Standard 2. Candidate Performance</b> Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.		
<b>2.1 Each program consistently applies state-mandated admission requirements.</b>		
<p>A. The institution provides the following data:</p> <ol style="list-style-type: none"> <li>1. Number of candidates entering program and admission point</li> <li>2. Number enrolled in program from year to year</li> <li>3. Number of candidates meeting admission requirements upon entry</li> <li>4. Number of candidates entering under 10% waiver, if applicable</li> <li>5. Documentation of assistance to those candidates entering under 10% waiver</li> </ol>	<p><b>The following criteria must be included to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The following data that has been collected annually for the continued approval period:           <ul style="list-style-type: none"> <li>✓ Number of students admitted and enrolled by program</li> <li>✓ Number of candidates meeting admission requirement upon entry to program</li> <li>✓ Number of candidates entering under 10% waiver</li> <li>✓ Documentation of assistance provided to those entering under the 10% waiver</li> </ul> </li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>A narrative is provided that addresses all requirements and describes admission processes. Annual data for the number of candidates admitted, enrolled and completed for the entire continued approval period are included.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Teacher Education files (SUS Institutions)</li> <li>▪ Files submitted to the Florida Department of Education (ICUF Institutions)</li> <li>▪ Advising sheets</li> <li>▪ Catalog</li> <li>▪ Remediation plans for students admitted under 10% waiver</li> </ul>

# Continued Approval Standard Guidelines

<b>Standard 2. Candidate Performance</b> Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.		
<b>2.2 Candidate evidence of attainment of Uniform Core Curricular content is assessed and data are collected from coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.</b>		
A. Institution presents data to document candidate assessment performance at a progress point and at mastery/program completion on the following: <ol style="list-style-type: none"> <li>1. <a href="#">The Florida Educator Accomplished Practices and associated Professional Education Competencies and Skills, at the pre-professional level:</a> <ol style="list-style-type: none"> <li>a. The assessment system includes a component that provides feedback to candidate on their progress toward mastery of FEAPs/PECs</li> </ol> </li> <li>2. <a href="#">Subject Area Competencies and Skills for Teacher Certification</a></li> </ol>	<p><b>The following criteria must be included to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li>□ Data documents a formal process to determine candidate progress and mastery of competencies. The following elements are included:                     <ol style="list-style-type: none"> <li>1. Documented evidence that each candidate has made progress on demonstrating the FEAP/PECs and <i>Subject Area Competencies and Skills</i> prior to final culminating field/clinical experience.</li> <li>2. Documented evidence that each candidate has mastered the FEAPs, PECs and <i>Subject Area Competencies and Skills</i> at program completion. The Professional Education Examination and Subject Area Examination (SAE) of the Florida Teacher Certification Examinations (FTCE) may be used for the second point of mastery at program completion for the Competencies and Skills.</li> <li>3. Candidate performance data is collected at the individual and program level and data is used to make decisions regarding candidate progress and mastery.</li> <li>4. Documented mentoring and coaching feedback is provided on the FEAPs that supports candidate progression through the program.</li> <li>5. Feedback is provided for the mastery of the Competencies and Skills for Teacher Certification through a passing score</li> </ol> </li> </ul>	<p><b><u>IPEP Reporting:</u></b></p> <p>A narrative is provided that describes candidate progression throughout the program, including the assessment point prior to student teaching and one at program completion. Candidate performance data for the FEAPs, PECs, and <i>Subject Area Competencies and Skills</i> at both the individual and program level is submitted annually.</p> <p><b><u>Summary Report:</u></b></p> <p><i>Initial Approval Site Visits:</i></p> <p>A narrative is provided that describes candidate progression throughout the program, including the assessment point prior to student teaching and one at program completion. Candidate performance data for the FEAPs, PECs and the <i>Subject Area Competencies and Skills</i> at both the individual and program level is provided for a minimum of one year for those programs that have been fully approved for more than two years. For those programs that have been approved for less than two years, a description is provided on how the system to collect candidate</p>

## Continued Approval Standard Guidelines

<p><a href="#">(most recent Edition)</a></p>	<p>on the FTCE.</p> <p><b>For Stand-Alone endorsement programs, the following criteria must be met in order to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li>❑ Data documents a formal process to determine candidate progress and mastery of competencies. The following elements are included:             <ol style="list-style-type: none"> <li>1. Documented evidence that each candidate has made progress on demonstrating the competencies prior to practicum/field experience.</li> <li>2. Documented evidence that each candidate has mastered the competencies at program completion.</li> <li>3. Candidate performance data is collected at the individual and program level and the data is used to make decisions regarding candidate progress and mastery.</li> <li>4. Documented mentoring and coaching feedback is provided that supports candidate progression through the program.</li> </ol> </li> </ul>	<p>performance data on the FEAPs, PECs, and <i>Subject Area Competencies and Skills</i> has been implemented.</p> <p><i>Continued Approval Site Visits:</i></p> <p>A narrative is provided that describes candidate progression throughout the program, including the assessment point prior to student teaching and one at program completion. Candidate performance data for the FEAPs, PECs and the <i>Subject Area Competencies and Skills</i> at both the individual and program level is provided for the entire continued approval period.</p> <p><i>For Both Visits:</i></p> <p>A flowchart is provided that illustrates the process of how candidate performance data is collected on the FEAPs, PECs and <i>Subject Area Competencies and Skills</i>, including personnel, data sources and flow of data.</p> <p><b><u>Supporting Data for Initial and Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data reports both at the individual and program level</li> <li>▪ A variety of work samples with feedback related to the progress that leads to the mastery of the competency</li> <li>▪ A flowchart that describes the process of how the data is collected on the FEAPs, PECs and <i>Subject Area Competencies and Skills</i> including staff,</li> </ul>
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## Continued Approval Standard Guidelines

		data sources and flow of data.
<p>3. For ESOL infused programs (see <a href="#">Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</a>)</p> <ul style="list-style-type: none"> <li>a. ESOL-specific courses</li> <li>b. Solid grounding in ESOL through infused courses</li> </ul>	<p>The following criteria must be included to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li>□ Data documents a formal process to determine candidate mastery of competencies. The following elements are included:               <ol style="list-style-type: none"> <li>1. Candidate performance data is collected at the individual and program level on mastery of the ESOL Performance Standards and <i>Subject Area Competencies and Skills for ESOL</i>.</li> <li>2. Feedback is provided that supports candidate mastery of the competencies.</li> </ol> </li> </ul>	<p><b><u>IPEP Reporting:</u></b></p> <p>Candidate performance data for the ESOL Performance Standards and the <i>Subject Area Competencies and Skills for ESOL</i> at both the individual and program level is submitted annually.</p> <p><b><u>Summary Report:</u></b></p> <p><i>Initial Approval Site Visits:</i></p> <p>Candidate performance data on mastery of the ESOL Performance Standards and the <i>ESOL Subject Area Competencies and Skills</i> is collected at both the individual and program level for a minimum of one year for those programs that have had approval for a minimum of two years. For those programs that have been approved for less than two years, a description is provided on how the system to collect data on mastery of the ESOL Performance Standards and the <i>ESOL Subject Area Competencies and Skills</i> has been implemented.</p> <p><i>Continued Approval Site Visits:</i></p> <p>Candidate performance data for the ESOL Performance Standards and the <i>ESOL Subject Area Competencies and Skills</i> at both the individual and program level is provided for the continued approval period.</p>

## Continued Approval Standard Guidelines

		<p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data reports both at the individual and program level</li> <li>▪ Work samples with feedback (optional feedback)</li> </ul>
<p>4. <a href="#">Reading matrix</a>, including the following: <b>Please note:</b> Reading Competencies 1-5 must be addressed for elementary education, pre-kindergarten/primary, and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the <a href="#">Florida Reading Endorsement Alignment Matrix</a>). Reading Competency 1 &amp; 2 must be addressed for secondary education programs, and all other K-12 programs that are not primary literacy providers.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Data is collected at the individual and program level on mastery of the overall reading competencies required for the specific program.</li> <li><input type="checkbox"/> Feedback that allows each candidate to progress from level to level in the program is provided.</li> </ul>	<p><b><u>Summary Report:</u></b></p> <p><i>Initial Approval Site Visits:</i></p> <p>Candidate performance data on mastery of the reading competencies is collected at both the individual and program level for a minimum of one year for those programs that have had approval for a minimum of two years. For those programs that have been approved for less than two years, a description is provided on how the system to collect data on mastery of the reading competencies has been implemented.</p> <p><i>Continued Approval Site Visits:</i></p> <p>Candidate performance data for the reading competencies at both the individual and program level is provided for the continued approval period.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data reports both at the individual and program level</li> </ul>

## Continued Approval Standard Guidelines

		<ul style="list-style-type: none"> <li>▪ Work samples with feedback</li> </ul>
<p>B. Institution provides data indicating candidates' passing scores on all three subtests of the FTCE (if candidate possesses Florida Professional certification, passing scores on the General Knowledge and Professional Education exam may be waived)</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li>☐ The following data that has been collected annually for the continued approval period:             <ul style="list-style-type: none"> <li>✓ Completer pass/fail status on all three subtests of the FTCE.</li> <li>✓ Program pass rates</li> </ul> </li> </ul>	<p><b><u>Supporting Data for Initial Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Completer pass files</li> </ul> <p><b><u>Supporting Data for Continued Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Standard reports</li> <li>▪ Completer pass files</li> </ul>

# Continued Approval Standard Guidelines

<b>Standard 2. Candidate Performance</b> The approved program implements processes to ensure continuous program improvement.		
<b>2.3 Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences.</b>		
<p>A. Data are provided documenting candidates' impact on prekindergarten-12 student learning.</p> <p style="margin-left: 20px;">1. Field/clinical experiences</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution evaluates candidate performance in field/clinical experiences by opportunities for the candidate to develop instruction based on data collected from pre-assessment instruments and to measure the effectiveness of the instruction through data collected with post-assessment instruments.</li> <li><input type="checkbox"/> Candidates have the opportunity to analyze and reflect on the effectiveness of their instruction</li> <li><input type="checkbox"/> Results of impact on prekindergarten-12 learning within the field/clinical experiences.</li> </ul> <p>Stand-alone endorsement programs do not address this requirement.</p>	<p><b><u>IPEP Reporting:</u></b></p> <p>A narrative is provided that describes how impact on prekindergarten-12 learning data is collected during field/clinical experiences. A formal process for collecting and analyzing results of impact is also described. Results of that data are submitted annually.</p> <p><b><u>Summary Report:</u></b></p> <p>A narrative that describes how the data is collected and the results of that data for the entire continued approval period are provided.</p> <p><b><u>Supporting Data for (Initial and Continued) Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of impact on prekindergarten-12 learning in field/clinical experiences</li> <li>▪ Work samples with feedback</li> </ul>

## Continued Approval Standard Guidelines

<p><b>Standard 2. Candidate Performance</b>                  Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.</p>		
<p>2.4</p>		
<p>A. The institution provides a narrative that articulates how additional support/and or remediation of program completers in their first two (2) years has been provided, including documentation of results, if applicable.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A description of any support or remediation of completers given and the results if applicable must be provided.</li> </ul>	<p><u>Supporting Data for Site Visit Exhibit Room:</u></p> <ul style="list-style-type: none"> <li>▪ Documentation any support or remediation given and the results if applicable</li> </ul>

# Continued Approval Standard Guidelines

<p><b>Standard 3. Continuous Improvement</b>          The approved program implements processes to ensure continuous program improvement.</p>		
<p><b>3.1 The program remains responsive to the needs of the state and districts served.</b></p>		
<p>A. A narrative is provided that articulates how the program remains responsive to the needs of the state and districts served:</p> <ol style="list-style-type: none"> <li>1. Examples of local district needs may be based on shortage areas, high need areas based on student data, special programs such as charter schools or magnet programs, and/or changes in population or enrollment.</li> <li>2. Examples of state needs may include critical teacher shortages areas, high need areas based on student data, policy changes, and/or changes in the state student population or</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li>☐ Responsiveness to the needs of the state and local districts based on collected data of shortage areas, high need areas, and/or changes in population or enrollment must be provided.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>A narrative is provided that describes the needs of the state and/or district the program is addressing. Documentation of needs is shown, i.e. growing enrollments, test scores, need for special programs, high need areas, teacher shortages.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data on the district needs or state needs</li> </ul>

## Continued Approval Standard Guidelines

enrollment.		
B. Certification Ombudsperson is identified	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of certification ombudsman must be provided.</li> </ul>	<p><b><u>IPEP Reporting and Summary Report:</u></b></p> <p>Identification of certification ombudsman must be provided.</p>

## Continued Approval Standard Guidelines

<p><b>Standard 3. Continuous Improvement</b>          The approved program implements processes to ensure continuous program improvement.</p>		
<p><b>3.2 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the percentage of program completers hired following the first year of program completion and length of stay in the classroom.</b></p>		
<p>A. A narrative discusses the results of the data from employer surveys as they impact continuous program improvement. The following must be provided:</p> <ol style="list-style-type: none"> <li>1. Copy of the employer satisfaction survey given to employers one year after candidates complete the program</li> <li>2. Summary of data from employer satisfaction surveys</li> <li>3. Percentage of completers employed in Florida public schools the first year following program completion.</li> <li>4. DOE length of stay in classroom data</li> </ol>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of employer satisfaction survey data is provided for entire continuing approval period.</li> <li><input type="checkbox"/> Results of percentage of completers employed in Florida public schools the first year following the first year of program completion data is provided for entire continuing approval period.</li> <li><input type="checkbox"/> Length of stay in classroom data is provided for entire continuing approval period.</li> <li><input type="checkbox"/> Copy of the employer satisfaction survey is provided.</li> </ul>	<p><u><b>IPEP Reporting:</b></u>          A narrative that describes how the data is collected. Results of that data are submitted annually.</p> <p><u><b>Summary Report:</b></u>          A narrative that describes how the data collected and the results of that data for the entire continued approval period.</p> <p><u><b>Supporting Data for the Site Visit Exhibit Room:</b></u></p> <ul style="list-style-type: none"> <li>▪ Results of employer satisfaction survey data for entire continuing approval period.</li> <li>▪ Results of percentage of completers employed in Florida public schools following the first year of program completion for entire continuing approval period.</li> <li>▪ Length of stay in classroom data for entire continuing approval period.</li> <li>▪ Copy of the employer satisfaction survey.</li> </ul>

## Continued Approval Standard Guidelines

<p><b>Standard 3. Continuous Improvement</b>          The approved program implements processes to ensure continuous program improvement.</p>		
<p><b>3.3 Program completers indicate satisfaction with the level of preparedness for the first year of teaching.</b></p>		
<p>A. A narrative discusses the results of the data from completer surveys as they impact continuous program improvement</p> <ol style="list-style-type: none"> <li>1. Copy of survey given to completers one year after completion of program.</li> <li>2. Summary of data from survey results.</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of completer satisfaction survey data for entire continuing approval period must be provided.</li> <li><input type="checkbox"/> A copy of the completer satisfaction survey must be provided.</li> </ul>	<p><b><u>IPEP Reporting :</u></b>          A narrative that describes how the data is collected. Results of that data are submitted annually.</p> <p><b><u>Summary Report:</u></b>          A narrative that describes how the data collected and the results of that data for the entire continued approval period.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of completer satisfaction survey data for entire continuing approval period.</li> <li>▪ Copy of the completer satisfaction survey</li> </ul>

# Continued Approval Standard Guidelines

<p><b>Standard 3. Continuous Improvement</b>          The approved program implements processes to ensure continuous program improvement.</p>		
<p><b>3.4 Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching.</b></p>		
<p>A. Data are provided documenting candidates' impact on prekindergarten-12 student learning.</p> <p>1. First year of teaching.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A description must be provided of how the institution has determined to evaluate impact on prekindergarten-12 learning based on district/school/state assessments.</li> <li><input type="checkbox"/> Results of impact on prekindergarten-12 learning during the first year of teaching based on those criteria the institution has determined must be provided for the entire continued approval period.</li> </ul> <p>Stand-alone endorsement programs do not address this requirement.</p>	<p><b><u>IPEP Reporting:</u></b>          A narrative that describes how the data is collected. Results of that data are submitted annually.</p> <p><b><u>Summary Report:</u></b>          A narrative that describes how the data collected and the results of that data for the entire continued approval period.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of impact on prekindergarten-12 learning in first year of teaching</li> </ul>

# Continued Approval Standard Guidelines

<p><b>Standard 3. Continuous Improvement</b>          The approved program implements processes to ensure continuous program improvement.</p>		
<p><b>3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.</b></p>		
<p>A. A documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, how weaknesses were addressed and how changes were implemented. The following elements must be included:</p> <ol style="list-style-type: none"> <li>1. Team members involved in the data analysis and recommendations for programmatic change.</li> <li>2. Stakeholder involvement contributing to the decision-making process.</li> <li>3. Faculty recency of experience will be documented and how results will be used in</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <p><input type="checkbox"/> There is a documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, The following must be included:</p> <ol style="list-style-type: none"> <li>1. An overview of the evaluation process including how data is analyzed and disseminated is provided.</li> <li>2. A description of the team members involved in data analysis and decision-making process at the program level is provided.</li> <li>3. A description of stakeholder involvement and how it has contributed to the decision-making.</li> <li>4. A description of faculty recency of experience data is collected and how it contributes to the decision-making process.</li> </ol>	<p><b><u>IPEP Reporting:</u></b></p> <p>A narrative describing formal annual evaluation process including how data is analyzed and disseminated. A description of how decisions are made based on the data analysis is provided including the following elements:</p> <ul style="list-style-type: none"> <li>• Description of the team members involved in data analysis and decision making at the program level</li> <li>• Description of stakeholder involvement and how it contributes to the decision-making process.</li> <li>• Description of how faculty of recency of experiences data is collected and how it contributes to the decision-making process.</li> </ul> <p><b><u>Summary Report:</u></b></p> <p>A narrative describing the formal annual evaluation process, including how data is analyzed and disseminated. A description of how decisions are made based on the data</p>

## Continued Approval Standard Guidelines

<p>the decision-making process.</p>		<p>analysis is provided including the following elements:</p> <ul style="list-style-type: none"> <li>• Description of the team members involved in data analysis and decision making at the program level</li> <li>• Description of stakeholder involvement and how it contributes to the decision-making process.</li> <li>• Description of how faculty of recency of experiences data is collected and how it contributes to the decision-making process.</li> </ul> <p>A flowchart is provided that illustrates how data is analyzed and disseminated. The flow of data for decision making purposes should also be indicated.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Minutes from meetings</li> <li>▪ Flowchart indicating the flow of data from analysis to decision-making.</li> <li>▪ Faculty recency of experience data</li> </ul>
<p>B. Summary of data analysis from Standards 2 and 3 for the entire program approval period and a description of program improvements made during the approval period. The following must be</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary of data analysis for 1-9 must be provided for entire continuing approval period</li> <li><input type="checkbox"/> A description of how data analysis was used to inform</li> </ul>	<p><b><u>IPEP Reporting:</u></b></p> <p>A narrative is provided that describes the summary of annual data analysis and how it was used to inform programmatic decision for the following academic year.</p>

## Continued Approval Standard Guidelines

<p>included:</p> <ol style="list-style-type: none"> <li>1. Admission, enrollment, and completion data</li> <li>2. Candidate performance data on Uniform Core Curriculum</li> <li>3. Impact on P-12 student learning for candidates and completers</li> <li>4. Results of assistance to students who need remediation during their first two years of teaching, if applicable.</li> <li>5. State and district needs, if applicable</li> <li>6. Employer satisfaction, including percentage of completers employed Florida public schools following the first year of program completion and length of stay in the classroom</li> <li>7. Completer satisfaction</li> <li>8. Faculty recency of experience data</li> <li>9. Stakeholder input</li> </ol>	<p>programmatic decisions for entire continuing approval period must be provided.</p>	<p><b><u>Summary Report:</u></b></p> <p>A narrative is provided that describes the summary of data analysis and how it was used to inform programmatic decision for the entire continuing approval period. A description of the changes that occurred during the continuous approval period is included as well as the expectations for the program during the next continuous approval cycle.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data analysis of candidate performance data-             <ol style="list-style-type: none"> <li>1. Reports of FEAPs, Competencies and Skills, FTCE pass rates for the approval period at the individual and program level</li> <li>2. Reports on remediation of completers, if applicable</li> </ol> </li> <li>▪ Data analysis of impact of P-12 learning             <ol style="list-style-type: none"> <li>1. Reports of data on impact of P-12 learning in field experiences/student teaching</li> <li>2. Reports of data on impact of P-12 learning during first year of teaching</li> </ol> </li> <li>▪ Data analysis of state and district needs             <ol style="list-style-type: none"> <li>1. Programmatic changes made to the program during the continued approval period based on district</li> </ol> </li> </ul>
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## Continued Approval Standard Guidelines

		<p>and/or state needs, i.e. growing student populations, district test scores, need for special programs, high need areas, teacher shortages, etc.</p> <ul style="list-style-type: none"> <li>▪ Data analysis of employer satisfaction, rehire rates             <ol style="list-style-type: none"> <li>1. Results of employer satisfaction survey data for entire continuing approval period</li> <li>2. Percentage of teachers employed in Florida public schools following the first year of program completion for entire continuing approval period</li> <li>3. Length of stay in classroom data for entire continuing approval period</li> </ol> </li> <li>▪ Data analysis of completer satisfaction             <ol style="list-style-type: none"> <li>1. Results of completer satisfaction survey data for entire continuing approval period</li> </ol> </li> <li>▪ Minutes from stakeholder teams that demonstrate discussion of data analysis and decision-making process</li> <li>▪ Minutes from Advisory councils that demonstrate discussion of data analysis and decision-making process</li> <li>▪ Minutes from department meetings that demonstrate discussion of data analysis and decision-making process</li> </ul>
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## Continued Approval Standard Guidelines

		<ul style="list-style-type: none"><li>▪ Documented changes in program based on data analysis for continued approval period</li><li>▪ Completed IPEPs for the entire continued approval period</li></ul>
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# Continued Approval Standard Guidelines

## Rubric for Criteria:

### **3 = Acceptable**

Most of the evidence presented is clear and appropriate and the explanation of how the criteria are met is adequate. The program meets requirements for criteria.

### **2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate and the explanation of how the criteria are met is sometimes inadequate or not provided. The program only meets some of the requirements for the criteria.

### **1 = Unacceptable**

Most of the evidence presented is unclear and/or inappropriate and the explanation of how the criteria are met is frequently inadequate or not provided. The program does not meet requirements for the criteria

## Description of Overall Scoring:

*(Weighted criteria are 1.1, 2.2, and 3.5. All other criteria are referred to as un-weighted.)*

### To earn **Acceptable (Fully Approved Program)**:

- No score of 1 in any weighted criteria
- No more than one score of 1 in any un-weighted criteria
- No more than one score of 2 in weighted criteria
- No more than three scores of 2 across all three standards
- No more than four scores below 3

### To earn **Needs Improvement (Conditionally Approved Program)**:

- No score of 1 in any weighted criteria
- No more than two scores of 1 in any un-weighted criteria
- No more than two scores of 2 in weighted criteria
- No more than four scores of 2 across all three standards
- No more than five scores below 3 across all three standards

## Continued Approval Standard Guidelines

To earn **Unacceptable (Denied)**:

A score of 1 in any weighted criteria

Three or more scores of 1 in any criteria

A score of 2 in all weighted criteria

More than five scores below 3 across all three standards