

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

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**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 in [blue](#) to assist in developing the program application.

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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 provides the following:

(1) Data via the electronic Institutional Program Evaluation Plan (eIPEP) portal:

- Employment/Retention Data
- Student Performance/Value-added Model (VAM) Data
  - Reading/ELA Grades 4-10
  - Mathematics Grades 4-8 and Algebra (Grade 9 only)

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- [Annual Program Performance Report \(APPR\)](#)
  - Placement rate of program completers
  - Rate of retention for employed program completers
  - Student performance on statewide assessments: in-field program completers' impact on p-12 student performance
  - Student performance by subgroups (White, African American, Hispanic, Asian, Native American, students qualifying for free/reduced lunch, students with disabilities and English language learners)
  - Teacher evaluation results on program completers
  - Critical teacher shortage area (increased production) (Bonus)

(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 (including self-reported data such as gender and ethnicity)

(3) Interactive Reporting Websites:

- [EdStats: Interactive School and District Grades Reports](#) – 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 PK-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, gender, ethnicity and other 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 this data.

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**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 s. 1004.04(3)(b), Florida Statutes, prior to admission, ensuring candidates have a Grade Point Average 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 section 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 section [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 section 1004.04(3)(b), F.S., requires the candidate to have a grade point average 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 grade point average 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 annually. State universities and private institutions report their candidate and completer data through the electronic Institutional Program Evaluation Plan (eIPEP) platform. State colleges report their data directly to the Division of Florida Colleges.

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**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 section 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.

**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).

**2.1.1:** The program shall indicate how it will instruct and assess each candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in Rule 6A-5.066(1) to include:

- Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAPs) across content areas;
- Use of state-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.A.C. to guide curricula and instruction;
- Scientifically-researched and evidence-based reading instruction (*satisfied by Reading matrix*);
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners 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;

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- Use of character-based classroom management;
- 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; and
- Strategies to support the use of technology in education and distance learning.

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 Florida Educator Accomplished Practices (FEAPs), the Reading Endorsement Competencies (REC), the English for Speakers of Other Languages (ESOL) Competencies and the other UCC areas (e.g., Florida Standards, content literacy and mathematical practices, etc.) are available on the [Resources](#) website. Additional information concerning the Florida Standards; and content literacy and mathematical practices 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 Florida 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:

- ITP candidates completing a reading (K-12) or reading endorsement program shall be prepared in reading endorsement competencies one (1) through five (5).
- Candidates in prekindergarten-primary (age 3-grade 3), elementary (K-6) and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).
- Candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2).

Please note that beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area identified pursuant to s. [1012.585\(3\)\(f\)](#) and State Board of Education Rule [6A-4.0051](#) must successfully complete all competencies for the reading endorsement, including completion of the endorsement practicum through the candidate's field experience, in order to graduate from the program. The following program areas will be impacted by this legislation.

- Elementary Education (grades K-6)
- Prekindergarten-Primary Education (Age 3 to grade 3)
- Middle Grades English (grades 5-9)
- English (grades 6-12)
- English to Speakers of Other Languages (grades K-12)

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ESOL Competencies:

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 only 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 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](mailto:edprepfolio@fldoe.org) for assistance.

**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 Florida Teacher Certification Examination (FTCE) prior to program completion, including the General Knowledge examination, the appropriate Subject Area examination(s) and the Professional Education examination.

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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.

**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

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 & 8 since these competencies are not addressed in the Florida Educator Accomplished Practices (FEAPs). 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.

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As specified in section 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 the plan for how it will remediate 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?

**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.

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



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The qualifications for postsecondary program faculty are as follows:

1. Specialized training in clinical supervision;
2. At least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and
3. Annual demonstration of experience in a relevant prekindergarten through grade 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 prekindergarten through Grade 12 (P-12) school setting means P-12 school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a P-12 educator or providing P-12 instruction directly to P-12 students.

The qualifications for school district personnel are as follows:

1. Must have 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 prekindergarten through grade 12; and
4. Must have 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 professional certificate.

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Please note that beginning with the 2022-2023 school year, school district personnel who supervise or direct teacher preparation students during internships will be required to have a certificate or endorsement in reading if any of the following occur:

- Internship takes place in a kindergarten through grade 3 setting
- Teacher preparation candidate is enrolled in any of the following preparation programs:
  - Elementary Education (grades K-6)
  - Prekindergarten-Primary Education (Age 3 through grade 3)
  - Middle Grades English (grades 5-9)
  - English (grades 6-12)
  - Reading (grades K-12)
  - Reading (endorsement)
  - English to Speakers of Other Languages (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.

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**Indicator 3.2 Candidate Final Summative Evaluation:** The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the 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

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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 evidence of student learning taking place during each observed lesson in the classroom?

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**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 selected, 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 diverse population of p-12 students.

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 diverse population of p-12 students including low-achieving students. Examples of diverse populations shall include schools that serve or include populations in urban, rural, low socio-economic status, English language learners (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 diversity in the provider’s partner districts (including high-poverty populations)
- Racial and ethnic populations in the provider’s partner districts (diverse populations)

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- Diversity of 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 diversity 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 diverse 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 monitored, 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 diverse population of p-12 students.

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 appropriate 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 for HP/I, urban schools, rural schools, economic status, students with disabilities, ELLs, low-achieving students, etc.)
- The data sources (e.g., [EdStats](#), [Know Your Schools](#), demographic self-study, etc.)

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

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**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 completers (*identify the specific types of p-12 student learning data you will collect*);
- Program completers' performance as evidenced by the Annual Program Performance Report (APPR);
- Assistance provided to any program completer as a result of the 2-year guarantee;
- Impact of p-12 student learning for all program candidates during field experiences (*identify the specific types of p-12 student learning data you will collect*);
- Program candidates' culminating field experience performance evaluations in demonstration of mastery of the UCC;
- Completer and employer satisfaction surveys;
- Program candidates' FTCE subtest results at the competency level; and
- Other data results under consideration by the program (if applicable).

**Describe each of the following:**

**Impact of p-12 student learning for program completers:**

The program shall identify quantitative p-12 student learning aggregated data and the collection process that will be used to monitor program completers' impact on student learning within the first year of teaching after program completion. For program completers employed in Florida public schools who teach reading/language arts in grades 4-10 or teach mathematics in grades 4-8 (and Algebra I in grade 9), the institution shall utilize, when applicable, completers' Value-Added Model (VAM) data to evaluate and analyze program completers' impact on p-12 student learning (available within the eIPEP platform) in addition to other student learning data. 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, institutions are strongly encouraged to reach out to the principals at the schools and program completers to obtain p-12 student

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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. Please note that surveys from employers and program completers may be used in addition to the data cited above, but cannot be the sole source of p-12 student learning data.

**Program completers' performance as evidenced by the APPR:**

The program shall describe its process for how it will collect the data from the APPR (e.g., placement rates, retention rates, teacher evaluation results, etc.) that is provided by the Florida Department of Education to monitor the progress of its program completers.

**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 identify the p-12 student learning aggregated data it will collect on the formative and summative assessments used by its program candidates (refer to Criterion 3.3.1) to measure program candidates' impact on p-12 student learning growth. How will the program collect this data from the program candidates for monitoring purposes?

**Program candidates' culminating field experience performance evaluations in demonstration of mastery of the UCC:**

The program shall describe how it will collect the performance evaluation results of the program candidates during their final internships/practicums to ensure candidates are able to demonstrate mastery of the UCC.

**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.

**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.)



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**Guiding Questions:**

- When will data be collected?
- Who will be collecting the data?
- How will data be stored (e.g., eIPEP, *Watermark*, *Results Analyzer*, etc.)?

**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 Uniform Core Curricula (UCC) in coursework and field experiences;
- Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area;
- 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 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 (e.g., *Watermark*, *Chalk & Wire*, etc.)?

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**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. 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?

**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.

**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 the bulleted items described in Criterion 4.3.1. 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

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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.

Note: This criterion references data collection occurring on an annual basis. Criterion 4.4.1 will reference multi-year aggregate data collection utilizing analysis of data trends for continuous improvement.

**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.

**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.

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**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)?

**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 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.

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**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*.