

STATE BOARD OF EDUCATION

Consent Item

November 28, 2017

SUBJECT: Approval of Amendment to Rule 6A-5.066, Approval of Teacher Preparation Programs

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1004.04, 1004.85, 1012.56, Florida Statutes

EXECUTIVE SUMMARY

During the 2017 legislative session, Section 1012.56(8), Florida Statutes, was amended to permit charter schools and charter school organizations to develop and implement state-approved teacher preparation programs for its instructional staff, in the past only permitted for school districts. The statutory requirements for these Professional Development Certification Programs also specified that the initial and continued program approval standards would include a teacher mentorship and induction component

The proposed rule revises the requirements for the initial and continued approval standards for Professional Development Certification Programs so that the field and clinical practices component includes statutorily-specified mentoring activities that must occur weekly and describes the requirements to act as a mentor and the training required for mentors. These changes are located in the incorporated documents, PDCP IAS-2015 and PDCP CAS-2015.

The department conducted two rule development workshops via webinars and conference calls on September 29, 2017, and October 11, 2017.

Supporting Documentation Included: Proposed Rule 6A-5.066, F.A.C. Professional Development Certification Programs (PDCP IAS-2015), Continued Approval Standards for Professional Development Certification Programs (PDCP CAS-2015)

Facilitator/Presenter: Hershel Lyons, Chancellor, Division of Public Schools

6A-5.066 Approval of Teacher Preparation Programs.

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a ~~Florida postsecondary institution, public school district or private provider.~~

(1) through (h) No change.

(i) “District Program Evaluation Plan” or “DPEP” means the annual plan developed by each approved ~~school district~~ professional development certification program to describe its review and analysis of program candidate and program completer data and how the results will impact continuous program improvements as part of its continued approval process.

(j) No change.

(k) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs ~~from Florida postsecondary institutions, school districts and private providers.~~

(l) No change.

(m) “Equivalent program” means a teacher preparation program that is offered in more than one provider institution or school district that prepares candidates in the same specific educator certification subject area(s).

(n) through (v) No change.

(w) “Professional development certification program” or “PDCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(x) through (z) No change.

(aa) “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.

(bb) ~~(aa)~~ “Reading endorsement competencies” mean those standards described in Rule 6A-4.0163, F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04962>). A copy of Rule 6A-4.0163, F.A.C., may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(cc) ~~(bb)~~ “Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.,” mean that

scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.

(dd) ~~(ee)~~ “Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(ee) ~~(dd)~~ “Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(c)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

(ff) ~~(ee)~~ “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

(gg) ~~(ff)~~ “Ten (10) percent waiver” means that an initial teacher preparation program (ITP) may annually waive admission requirements specified in Section 1004.04(3)(b)1.-2., F.S., for up to ten (10%) percent of the students admitted in the academic year.

(hh) ~~(gg)~~ “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in Section 1004.04(4)(d), F.S.

(ii) ~~(hh)~~ “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. through 8. No Change.

(2) Processes for initial request and approval of teacher preparation programs.

(a) The president, ~~or chief executive officer~~ or superintendent of a provider ~~of a Florida institution or qualified private provider, or the public school district superintendent~~ who seeks approval to offer a teacher preparation program, shall submit a written request which is further described in the document, Florida Department of Education Request to Submit Form, Form RTS-2015, located at <http://www.fldoe.org/profdev/ictcpa.asp> and <http://www.fldoe.org/profdev/saacp.asp>. The Department will inform the provider institution, private provider or district superintendent in writing of the receipt of a fully completed request within ten (10) business days.

(b) Upon written verification by the Department of a fully completed request, the provider institution, private provider or district superintendent shall submit to the Department an electronic folio, which is further described in the documents, Florida Department of Education Initial Program Approval Standards, Form ITP IAS-2015 for ITP programs; Form EPI IAS-2015 for EPI programs; and Form PDCP IAS-2015 for PDCP programs.

(c) The Department shall conduct a review of the electronic folio submitted in support of the request for initial approval within ninety (90) days of January 15, April 15, July 15, and October 15. The Department shall notify the provider institution, private provider or school district in writing of the following:

1. through 3. No change.

(3) Processes for continued approval of teacher preparation programs.

(a) Reporting processes for continued approval are as follows:

1. Each provider institution, private provider or school district shall annually submit program candidate and completer data to the Department's secure management information system.

2. By November 15 of each year, each provider institution, private provider or school district shall submit via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, a program evaluation plan in accordance with Florida Department of Education Continued Program Approval Standards, Form ITP CAS-2015 for ITP programs; Form EPI CAS-2015 for EPI programs; or Form PDCP CAS-2015 for PDCP programs.

3. The Department shall annually provide to each provider institution, private provider or school district with a state-approved teacher preparation program an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in Sections 1004.04(4)(a)3., 1004.85(4)(b) and 1012.56(8)(c)2., F.S. Data shall be based on each of the program's completers who were employed as instructional

personnel in a Florida public school district or as otherwise provided under subsection (1) of this rule. Performance metrics not applicable to a program shall not be rated.

4. through 7. No change.

8. The ~~provider institution, private provider or school district~~ shall have forty-five (45) business days from the date the Department transmitted the APPR data to review the APPR data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the ~~provider institution, private provider or school district~~ within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

9. through 10. No change.

(b) At the end of the continued approval period, the Department shall examine the annual summative rating scores for each program's APPRs and the summary findings with summative rating score from the site visit review. The Commissioner shall grant continued approval or denial of approval for each state-approved teacher preparation program based on the continued approval summative rating scale and shall notify the ~~provider institution, private provider or school district~~ in writing of the decision. The continued approval summative rating for each program is computed by calculating the average of all APPR summative rating scores over the continued approval period and adding it to the summative rating score for the continued approval site visit. The resulting sum is divided by two (2), yielding an overall "continued approval summative score" (CASS) of 1.0 to 4.0. The continued approval summative rating scale is as follows:

1. through (5) No change.

(6) The following forms are hereby incorporated by reference and made a part of this rule, effective February 2015. They are located at (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04964>). Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) through (b) No change.

(c) Florida Department of Education Initial Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP IAS-2015, effective January 2018 (DOS link).

(d) through (e) No change.

(f) Florida Department of Education Continued Program Approval Standards for Professional Development Certification Programs (PDCP), Form PDCP CAS-2015, effective January 2018 (DOS link).

(g) No change.

Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS.

History—New 7-2-98, Amended 8-7-00, 3-19-06, 2-17-15.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)

Instructions:

A Florida public school district, charter school or charter management organization seeking initial approval of its professional development certification and education competency program (PDCP), authorized in section 1012.56(8), Florida Statutes, shall submit an electronic folio that contains a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Professional Development Certification Program (PDCP) (Form PDCP IAS-2015) contains the specifications for what must be included in an initial electronic folio. Electronic folio submissions may be submitted to the department by the quarterly deadlines of each year, January 15, April 15, July 15 and October 15. School districts, charter school or charter management organization shall submit the folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing the folio to: Florida Department of Education.

Office of Educator Preparation
325 West Gaines Street, Room 124
Tallahassee, FL 32399-0400

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)

A program folio shall contain the following:

Standard 1. Program Candidate and Completer Quality

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 1.1: Each program consistently applies requirements prescribed in s. 1012.56(8), F.S. for admission.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. Admission requirements, processes, methods and procedures used to determine eligibility for participation in the program.
2. The plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.

The following criteria must be met to receive a rating of Acceptable:

The program shall describe:

1. Plan for how it will provide an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.
2. Plan for how and what it will provide for the minimum period of initial preparation prior to assuming duties as the teacher-of-record as specified in s. 1012.56(8)(a)1.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC), while providing instruction to prekindergarten through grade 12 (p-12) students as the 'teacher-of-record,' to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - State adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)

- Strategies appropriate for instruction of students with disabilities
 - School safety
4. Matrix that describes the critical task, assignments and assessments during coursework or training for the competencies and skills associated with each component of the UCC, including:
 - Title for each course or module in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
 5. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate’s progression throughout the program and mastery of the UCC.
 6. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in a p-12 classroom setting using the school district’s state-approved performance evaluation system.
 7. Plan for analyzing candidate performance data at the individual and program level to ensure candidate’s mastery of the UCC.
 8. Plan for collecting and monitoring the 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.
 9. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.

Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate’s and completer’s area(s) of certification as measured by student performance data.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)

Standard 2. Field and Clinical Practices

The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Indicator 2.1: The teacher mentorship and induction component meets the requirements prescribed in s. 1012.56(8), F.S.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the teacher mentorship and induction component which must include each of the following:-
 - a. Provide weekly opportunities for mentoring and induction activities, including:
 - Common planning time
 - Ongoing professional development targeted to a teacher’s needs
 - Opportunities for a teacher to observe other teachers
 - Co-teaching experiences
 - Reflection
 - Follow-up discussions
 - b. Mentorship and induction activities must be:
 - Provided for a program candidate’s first year in the program
 - Aligned to the Uniform Core Curricula (UCC)
2. The program describes the process for selecting qualified mentors who meet the following requirements:
 - Hold a valid professional certificate issued by the department;
 - Earned at least 3 years of teaching experience in prekindergarten through grade 12;
 - Completed specialized training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s.1012.98(3)(e), F.S.; and
 - Received an effective or highly effective rating on the prior year’s performance evaluation under s.1012.34, F.S.
3. The program describes the process for training qualified mentors assigned to each program candidate to include the following:
 - Teacher development (training that occurs over a period of time)
 - Peer coaching
 - Time management
 - Use of data to improve instructional practice and support student achievement
 - Adult learning
 - Teacher content knowledge and practices aligned to the Florida Educator Accomplished Practices

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Indicator 2.2: Mentors provide documented high-quality feedback and support in the development of candidate skills.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process or plan for:
 - How candidates receive feedback on their progress, including strategies for improvement.
 - How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing.
 - Documenting the mentoring, coaching and remediation feedback that supports program candidate's progression throughout the program and mastery of the UCC.

Standard 3. Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3).
 - Program completers' performance as evidenced by the Annual Program Performance Report Card (Standard 1.3).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).
 - Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
 - Program candidates' FTCE subtest results at the competency level (Standard 1.2).
 - Other data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. How it will use aggregated data analyses of program candidate and program completion performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

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SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS		
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2
		INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Standard 1. Program Candidate and Completer Quality 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 1.1: Each program consistently applies requirements prescribed in s. 1012.56(8), F.S., for admission.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes that were implemented to admission policies, processes, methods and procedures used to determine eligibility for participation in the program. 2. The program describes any changes it has made to the process for the annual collection, monitoring and reporting of data on candidates admitted to the program.	A program summary report is not required.	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>1. The program describes any changes that were implemented for collecting and analyzing candidate performance data at the individual and program level to ensure each candidate’s mastery of the Uniform Core Curricula (UCC) and successfully passing each subsection of the Florida Teacher Certification Examination (FTCE).</p> <p>2. The program describes any changes that were implemented for the minimum period of initial preparation prior to assuming duties as the teacher-of-record, as specified in s. 1012.56(8)(a)1., F.S.</p> <p>3. The program describes the assistance provided to and status of candidates who did not demonstrate mastery of competencies for each component of the UCC.</p> <p>4. The program describes the assistance provided to and status of candidates who were not successful in passing any subset of the FTCE.</p>	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>1. The program describes any changes that were implemented:</p> <ul style="list-style-type: none"> • Evaluation method(s) utilized by program candidates to demonstrate positive impact on p-12 student learning; and • How data results were collected, evaluated and analyzed for determining program candidate impact on p-12 student learning growth during field experiences. <p>2. The program describes any changes that were implemented:</p> <ul style="list-style-type: none"> • P-12 student learning growth data gathered for each program completer within the first year of teaching after program completion; and • How data results were collected, evaluated and analyzed in determining program completer impact on p-12 student learning growth while employed in a Florida public school. 	<p>A program summary report is not required.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Standard 2. Field and Clinical Practices The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.		
Indicator 2.1: The teacher mentorship and induction component meets the requirements prescribed in s. 1012.56(8), F.S.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
1. The program describes any changes to the: <ol style="list-style-type: none"> Teacher mentorship and induction component. Process for selecting qualified mentors as set forth in section 1012.56(8)(a)3a. Process for training qualified mentors assigned to each program candidate. 	A program summary report is not required.	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

Indicator 2.2: Mentors provide documented high-quality feedback and support in the development of candidate skills.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
The program describes: <ol style="list-style-type: none"> Changes to how program candidates receive feedback on their progress, including strategies for improvement. Remediation that was provided to program candidates who were not proficiently progressing. Changes to processes for documenting the mentoring, coaching and feedback that supports each program candidate's progression throughout the program. 	A program summary report is not required.	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

<p>Standard 3. Program Effectiveness The program supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its candidates and completers.</p>		
<p>Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.</p>		
<p>Annual District Program Evaluation Plan (DPEP)</p>	<p>Continued Approval Program Summary Report</p>	<p>Continued Approval Site Visit</p>
<p>1. The program provides aggregated data in the reporting year on program candidates and program completers including, but not limited to:</p> <ul style="list-style-type: none"> • Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3). • Program completers' performance as evidenced by the Annual Program Performance Report Card (APPR) (Standard 1.3). • Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3). • Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2). • Program candidates' FTCE subtest results at the competency level (Standard 1.2). • Other program candidate or program completer outcome data results considered by the program. <p>2. The program describes for the reporting year how it analyzed the aggregated program candidate and program completer outcome data, and determined areas of need or weaknesses for consideration for program improvement.</p>	<p>1. The program prepares a summary or synthesis of data collected over the continued approval period as evidenced in the annual DPEPs and describes patterns and themes of changes made to the program as a result of data analysis; and</p> <p>2. The program prepares a description of the remedies and outcomes for any APPR performance metric category receiving a Level One or Level Two score during the review period.</p>	<ul style="list-style-type: none"> • Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. • On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.		
Annual District Program Evaluation Plan (DPEP)	Continued Approval Program Summary Report	Continued Approval Site Visit
<p>The program describes for the reporting year:</p> <ol style="list-style-type: none"> Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement. Stakeholders (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process. 	<ol style="list-style-type: none"> The program prepares a continued approval period summary or synthesis of continuous improvement outcomes that include: <ul style="list-style-type: none"> Stakeholder involvement in programmatic decision-making; and How it used the data results for program enhancements and programmatic changes. 	<ul style="list-style-type: none"> Off-site: Department identifies questions or areas that need further examination as a result of review of annual DPEPs. On-site: Department seeks evidence in the form of interviews, classroom observations and by other means to resolve questions, identify exemplars and highlight continuous improvement.

FLORIDA DEPARTMENT OF EDUCATION CONTINUED PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP CAS-2015)

Continued Approval Site Visit Scoring Rubric

Continued Approval Summative Rating Scoring Rubric	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
<p>Each indicator for each continued approval standard is reviewed and scored as follows:</p> <p>3 = Acceptable Evidence provided by the program meets requirements for the standard's indicator.</p> <p>2 = Needs Improvement Evidence provided by the program meets some of the requirements for the standard's indicator.</p> <p>1 = Unacceptable Evidence provided by the program does not meet requirements for the standard's indicator.</p>	<p>“Acceptable” for all indicators of Standards 1, 2 and 3</p>	<p>Does not meet criteria for Level 4 but meets the following criteria: “Acceptable” for each indicator of Standard 3 and indicators 1.2 and 1.3 of Standard 1, and no score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Needs Improvement” for one or more indicators of Standard 3 and no score of “Unacceptable” in any indicator of Standards 1 and 2</p>	<p>“Unacceptable” on any indicator of Standards 1, 2 and 3</p>

