

STATE BOARD OF EDUCATION

Action Item

March 27, 2018

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 and 1012.56, Florida Statutes

EXECUTIVE SUMMARY

The proposed rule sets forth revised initial and continued approval standards and processes for state-approved teacher preparation programs, including changes to the site review requirements and processes that will result in teacher preparation programs receiving and using actionable feedback to improve both candidate and completer effectiveness. The proposed rule streamlines the approval processes as well as revises the final continued approval decision to include three components: (1) annual program performance rating (APPR) average summative rating (50%); (2) continued approval site visit (20%); and (3) evidence of programmatic improvement (30%).

Supporting Documentation Included: Rule 6A-5.066, F.A.C.; Florida Site Visit Framework (FSVF-2018); Initial Approval Standards (IAS-2018); and Continued Approval (CA 2018)

Facilitators/Presenters: Dr. Paul Burns, Deputy Chancellor for Educator Quality

Substantial rewording of Rule 6A-5.066 follows. See Florida Administrative Code for present text.

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 provider as set forth in sections 1004.04, 1004.85, and 1012.56(8), Florida Statutes.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term and spring term.

(b) “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.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b) and 1012.56(8)(d)2., F.S.

(d) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(e) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(f) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a five-year period.

(g) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.

(h) “Educator Accomplished Practices” mean those practices described in subsection 6A-5.065(2), F.A.C., which is incorporated herein by reference (<http://www.flrules.org/Gateway/reference.asp?No=Ref-04963>).

(i) “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.

(j) “Educator preparation institutes” or “EPs” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

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

(l) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(m) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(n) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a five-year period.

(o) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under Section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(p) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in Section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(q) “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(r) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to 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 employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer's death or disability, the number of program completers included in the calculation will be adjusted.

(s) "Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.," means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(t) "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.

(u) "Program candidate" means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator's Certificate.

(v) "Program completer" means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator's Certificate.

(w) "Program completer in need of remediation" means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district's evaluation system implemented under Section 1012.34, F.S.

(x) "Provider" means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.

(y) "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>).

(z) "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.

(aa) “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 employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(bb) “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)(d)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.

(cc) “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.

(dd) “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.

(ee) “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.

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

1. The standards contained in the Educator Accomplished Practices.
2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.

3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate's teacher preparation program area as follows:

a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).

b. ITP 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).

c. EPI and PDCP candidates shall be prepared in reading endorsement competency two (2).

4. Content literacy and mathematical practices.

5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student's mastery of the four (4) language skills of listening, speaking, reading and writing.

a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.

b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ff)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.

6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.

7. A focus on school safety in which candidates are prepared to create environments in which effective teaching and learning can take place by promoting a physically, emotionally, socially and academically secure climate for prekindergarten through grade 12 students.

(2) Standards for approval of teacher preparation programs.

(a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:

1. The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;

2. 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;

3. 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; and

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

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

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state-approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2018.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.

2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).

3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.

a. An approval notice shall provide the program with an initial approval period of five (5) years.

b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(4) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department's secure management information system.

2. All providers with a state-approved Educator Preparation Institute must annually report via the Department's eIPEP platform located at <https://www.florida-eipep.org/>, results of employer satisfaction surveys designed to measure the preparation of the program completer.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(g), the program has at least one completer within the last three (3) years of the continued approval period.

2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);

3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2018, during the last year of approval and at least sixty (60) days before a site visit; and

4. Based upon the information provided on Continued Approval Form CA-2018, the provider demonstrates that it meets the following requirements:

a. The provider admits candidates that meet the state-mandated requirements;

b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;

c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;

d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);

e. The provider ensures that personnel who supervise, instruct or direct candidates during field experience courses and internships meet the state-mandated qualifications;

f. The provider collects and uses multiple sources of data to monitor program progress and performance.

including a formal system for continuous program improvement that includes stakeholders; and

g. A provider with an educator preparation institute use results of employer satisfaction surveys designed to measure the sufficient preparation of program completers, to drive programmatic improvement.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue 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)(d)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.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<u>Performance Metrics</u>	<u>Level 4</u> <u>Performance</u> <u>Target (4 points)</u>	<u>Level 3</u> <u>Performance</u> <u>Target (3 points)</u>	<u>Level 2</u> <u>Performance</u> <u>Target (2 points)</u>	<u>Level 1</u> <u>Performance</u> <u>Target (1 point)</u>
<u>Placement Rate</u> <u>(not applicable for</u> <u>PDCP programs per</u> <u>Section 1012.56(8),</u> <u>F.S.)</u>	<u>Placement rate is at or</u> <u>above the 68th</u> <u>percentile of all</u> <u>equivalent programs</u> <u>across the state.</u>	<u>Placement rate is at or</u> <u>above the 34th</u> <u>percentile and below</u> <u>the 68th percentile of</u> <u>all equivalent</u> <u>programs across the</u> <u>state.</u>	<u>Placement rate is at or</u> <u>above the 5th</u> <u>percentile and below</u> <u>the 34th percentile of</u> <u>all equivalent</u> <u>programs across the</u> <u>state.</u>	<u>Placement rate is</u> <u>below the 5th</u> <u>percentile of all</u> <u>equivalent programs</u> <u>across the state.</u>
<u>Retention Rate</u>	<u>The average number</u>	<u>The average number</u>	<u>The average number</u>	<u>The average number</u>

	<u>of years employed in the 5-year period following initial placement is 4.5 years or more.</u>	<u>of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.</u>	<u>of years employed in the 5-year period following initial placement is 2 years to less than 3 years.</u>	<u>of years employed in the 5-year period following initial placement is less than 2 years.</u>
<u>Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.</u>	<u>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.</u>	<u>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is < 5 percent.</u>	<u>Not calculated.</u>	<u>The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.</u>
<u>Student performance by subgroups data</u>	<u>At least 75 percent of the subgroups meet or exceed the state standard for performance.</u>	<u>At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state</u>	<u>At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for</u>	<u>Fewer than 25 percent of the subgroups exceed the state standard for performance.</u>

		<u>standard for performance.</u>	<u>performance.</u>	
<u>Results of program completers' annual evaluations as specified in Section 1012.34, F.S.</u>	<u>At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</u>	<u>Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</u>	<u>Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.</u>	<u>Program did not meet criteria for Level 2, 3 or 4.</u>
<u>Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.</u> <u>BONUS ONLY, pursuant to subparagraph (3)(a)6. of this rule.</u>	<u>The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.</u>			

(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and

2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the 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 within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) The provider's elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider's prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider's program with the largest enrollment will be reviewed during the site visit.

(c) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at <https://www.florida-eipep.org/> that describes the program's strengths, areas for improvement and programmatic improvement efforts for the areas noted in subparagraph (7)(d).

(d) During the site visit, using the Florida Site Visit Framework, Form FSVF-2018, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2018)

2. 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. (Review Area 3 on Form FSVF-2018)

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2018)

(e) Each of the three site visit review areas found in subparagraphs (7)(d) 1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is weak, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.

(f) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider's receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at <https://www.florida-eipep.org/>. The improvement plan must specify at least three (3) improvement goals; strategies for achieving these goals; and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at <https://www.florida-eipep.org/>.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider's state-approved teacher preparation programs within the continued approval period; each rating score is

then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be $(.50 * 3.2) + (.20 * 3) + (.30 * 4) = 3.4$

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection 6A-4.006(2), F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competency two (2); and

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,

3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant's deficiency in meeting the requirements for continued approval set forth in subsections (5)-(8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule, effective April 2018. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards, Form IAS-2018 (DOS link).

(b) Florida Department of Education Continued Approval, Form CA-2018 (DOS link).

(c) Florida Site Visit Framework, Form FSVF-2018 (DOS link).

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, 1-1-18,



Florida Site Visit Framework

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Effective Date: April 2018

Rule 6A-5.066, F.A.C.

FSVF-2018

Notes on how review area scores are determined:

1. Reviewers will analyze available evidence and will check all the criteria for inadequate before considering higher judgment scores.
2. The team will use a preponderance of evidence within each review area to determine the score—except where/when constraining criteria described in number 4 come into play.
3. The guidance provided by this framework is not exhaustive and must be considered in the wider context of program quality.
4. Constraining criteria are indicated where relevant (i.e. the overall review area score can NOT be Good if criteria X is not at least Good).
5. Likely sources of evidence are meant to serve as initial guidance and are not considered exhaustive.
6. Reviewers will triangulate evidence in order to ensure judgments capture typical aspects of the program. Triangulation allows reviewers to trace connections that might exist between a course and other sources of evidence as well as how similar pieces of evidence come to bear on more than one review area.
 - a. For example: A reviewer will connect evidence from observing a program’s early literacy course with evidence from observing candidates teaching reading with comments graduates, principals and faculty make about the quality of reading instruction. These two pieces of evidence could then inform judgments in areas 2 (Content Knowledge and Teaching Methods), 3 (Clinical Placement, Feedback, and Candidate Performance) and possibly even 4 (Program Performance Management).

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REVIEW AREA 1: Quality of Selection

Context and Rationale: This review area addresses the program’s responsibility to select candidates that show potential and/or fit for the teaching profession. This can be demonstrated in a variety of ways including standardized tests, pre-admission GPA, auditions, interviews, etc. *This review area is for informational purposes only.*

Essential questions being answered:

- What principles, criteria, and recruitment/selection practices drive the selection of program applicants?
- What is the quality, as determined by pre-selection GPA and/or standardized test scores, of recent cohorts?
- What efforts are underway to make the program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Likely sources of evidence for this review area:

- Data on pre-selection GPA of all candidates in most recent cohort
- Standardized test score data (ACT, SAT, GRE) for most recent cohort
- Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
- Handbooks or policies outlining the program’s admission criteria and process
- Conversations with program staff about selection criteria and recruitment initiatives

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Indicator 1.1 – Selection			
Criteria	4 – Strong	3 – Good	2 – Weak
GPA¹	All of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.	At least 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.	Less than 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.
Standardized Tests²	Teacher candidates selected for the program are drawn from the top third of the college going population, as measured by appropriate standardized tests.	Teacher candidates selected for the program are drawn from the top half of the college going population, as measured by appropriate standardized tests.	Teacher candidates selected for the program are drawn from the bottom third of the college going population. –OR– The program is unable to provide data to reviewers on the individual pre-selection GPA of all admitted candidates.

¹ All programs should be able to provide review teams with the pre-admission grade point averages (GPA) of all admitted candidates.

² This applies to programs housed in institutions that use nationally-normed standardized tests in their admissions processes; community and state colleges and post-baccalaureate programs generally do not require standardized test scores like ACT, SAT, or GRE and so this criterion does not apply in those situations. For programs that cannot provide standardized test data but are housed in an institution that can provide this information, reviewers will look at the institution average for the most recently admitted class.

Indicator 1.1 – Selection (continued)			
Demographic Representation of <u>enrolled candidates</u>	The demographic profile of enrolled teacher candidates makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.	The demographic profile of enrolled teacher candidates contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over the past two consecutive years AND the program has a written plan with clear objectives and deadlines.	There is little evidence that progress has been made on selecting candidates whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.
Demographic Representation of <u>program completers</u>	The demographic profile of program completers makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.	The demographic profile of program completers contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.	The program does not produce a population of completers that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.
			The program does not produce a population of completers that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.

Indicator 1.1 – Selection (continued)			
<p>Admission Process (e.g. audition, interview, etc.)</p>	<p>The program uses multiple measures³ in addition to standardized test scores and pre-selection GPA to determine fit and/or promise for teaching in its admission process, systematically monitors whether these measures result in effective teacher candidates, and provides evidence supporting the impact of these measures.</p>	<p>The program uses measures in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process and informally monitors how these measures impact candidate effectiveness.</p>	<p>The program does not examine any potential or fit for teaching measures beyond standardized test scores and pre-selection GPA.</p>

³ This may include measures beyond application and background checks such as: recommendations, interviews, auditions, videos, micro-teaching, etc.

REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods

Context and Rationale: This review area focuses on how well the program ensures teacher candidates acquire content knowledge and key teaching methods and skills needed to be an effective educator. The site visit focuses on coursework and related experiences offered by the program to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of these sources is direct observation of teacher candidates so that reviewers understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the reviewed program.

Note on elementary reading and math criteria: The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy and mathematical skills. As such, reviewers will look for the specific aspects of reading and math as outlined.

*Note on online learning:*⁴ The online program teaching faculty knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable teacher candidate success. This includes providing clear expectations, timely accurate feedback on assignments and assessments, active learning opportunities and use of assessments, projects, and assignments that meet learning goals and assess learning progress by measuring candidate achievement of the learning goals.

Note on alternate certification programs (MAT, Post-Bacc Certification-Only): The site visit will assess how the program determines that its candidates have mastered relevant content knowledge before they complete the program, and how the program responds to any content knowledge improvement that may be needed for admitted candidates as a result of the program’s assessment of their content knowledge.

Essential questions being answered:

- How does the program ensure individual teacher candidates have a secure knowledge of their content (especially Scientifically-Based Reading Instruction, Math, other subject areas in elementary programs and secondary content areas for secondary programs)?

⁴ For more information please see the National Standards for Quality Online Teaching https://gsw.edu/Assets/Academic%20Affairs/files/IEP/NACOL_Standards_Quality_Online_Teaching.pdf

- How does the program ensure teacher candidates are well equipped with key teaching techniques and methods (particularly classroom management, assessment, differentiation, academic feedback, questioning skills) to bring about advancements in student learning and achievement?
- What connections (e.g. scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Likely sources of evidence for this review area:

- Observations of program courses (including multiple sections of the same course when these are offered)
- Course syllabi
- Conversations with teacher candidates, program faculty/staff, school staff (cooperating teachers, supervising teachers, principals), and recent program graduates
- Program handbooks
- Observations of teacher candidates teaching
- Surveys of program graduates and employers
- Degree Plans

Note on “constraining criteria” for ELEMENTARY Education Program Site Visits: The quality of literacy training delivered by the program to all teacher candidates **must be good or better** in order for the final judgment on Quality of Content Knowledge and Teaching Methods to be good.

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Indicator 2.1 Content Knowledge ⁵				
Criteria	4 - Strong	3 - Good	2 - Weak	1 - Inadequate
<p>*(ELEMENTARY) Literacy Training (To include content knowledge, strategies, and application defining learning goals for all learners at various stages of reading and writing development.)</p>	<p>Coursework and training provide comprehensive, systematic, and sequential training of scientific research/evidence-based reading instruction within the five essential components⁶ of reading paired with elements of early literacy instruction, consistently enabling elementary teacher candidates to teach students how to read effectively, ensuring that the progress of all students is good or better. These elements include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> • Phonological processing and phonemic awareness • Phonics instruction • Spelling 	<p>Coursework and training address, systematic, sequential training of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, enabling elementary teacher candidates to teach students how to read effectively, enhancing the progress and learning of the students they teach. These elements include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> • Phonological processing and phonemic awareness • Phonics instruction • Spelling 	<p>Coursework and training address some components of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction and inconsistently enables elementary teacher candidates to progress the learning of the students they teach. These elements include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> • Phonological processing and phonemic awareness • Phonics instruction • Spelling 	<p>Coursework and training do not enable elementary teacher candidates to teach literacy including scientifically based reading instruction.</p>

⁵ States may require use of Praxis or other state content knowledge tests (e.g. FTCE in Florida); while programs find this necessary in order to meet state requirements, it is not sufficient in assessing content mastery to ensure that all admitted candidates have a secure grasp of content knowledge.

*Constraining criteria

⁶Five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension

<p>(ELEMENTARY) Literacy Training (continued)</p>	<p>3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with disabilities as well as other learning needs</p>	<p>3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs.</p>	<p>3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs.</p>	<p>Coursework and training do not enable elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.</p>
<p>(ELEMENTARY) Math Content:</p> <ul style="list-style-type: none"> • Numbers & Operations Algebra & Functions • Geometry & Measurement • Data Analysis & Probability <p>Math Pedagogy:</p> <ul style="list-style-type: none"> • Conceptual understanding • Problem solving • Fluency 	<p>Coursework and training address, comprehensively and in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and consistently enable teacher candidates to teach math highly effectively, ensuring that the progress and learning of all students is good or better.</p>	<p>Coursework and training address, in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and enable teacher candidates to teach math effectively such that they can enhance the progress and learning of the students they teach.</p>	<p>Coursework and training address some elementary math domains and key aspects of math pedagogy AND/OR inconsistently enable teacher candidates to teach math such that candidates can enhance the progress and learning of their students.</p>	<p>Coursework and training do not enable elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.</p>

Indicator 2.1 Content Knowledge (continued)			
(ELEMENTARY) Other subject areas <ul style="list-style-type: none"> • Science • Social Studies • Professional Development and/or Capstone Coursework⁷ 	Coursework and training enable candidates to master the content knowledge and skills necessary to <i>teach</i> highly effective lessons in elementary subject areas so that the progress and learning of all students is good or better.	Coursework and training enable teacher candidates to master the content knowledge and skills necessary to <i>teach</i> elementary subject areas such that candidates can enhance the progress and learning of their students.	Coursework and training do not enable teacher candidates to master the content knowledge and skills necessary to <i>teach</i> effective lessons, particularly in elementary subjects in order to enhance the progress and learning of their students.
Indicator 2.1 Content Knowledge (continued)			
(ALT CERT) Content Mastery ⁸ <ul style="list-style-type: none"> • Assessment • Proactive efforts to address any deficiencies 	The program ensures that all candidates demonstrate mastery of relevant content knowledge, and the program has clear evidence that it takes steps to assess candidates' content knowledge, and—where necessary—provides highly effective support so that candidates' content mastery results in the	The program ensures that most candidates demonstrate relevant content knowledge, provides evidence that it has taken steps to assess content knowledge, and has some evidence of providing support, where necessary, so that the majority of candidates' content mastery enhances the learning and progress of the students	The program does not ensure candidates' ability to demonstrate adequate content knowledge, and the program does not have steps in place to support candidates, where necessary, in gaining mastery of relevant content as a

⁷ Courses here could be teaching skills and strategies as well as content-specific in focus.

⁸ Content mastery of candidates is assessed and when deficiencies are evident the program takes measures to ensure those deficits are remediated so that relevant content is mastered.

	learning and progress of all students being good or better.	they teach.	student learning is inconsistent.	result student learning is significantly inhibited.
(SECONDARY) Core Subject Area	The program consistently assesses relevant content knowledge of candidates and provides support where needed to ensure comprehensive knowledge of content so that coursework and training enable teacher candidates to teach secondary subjects highly effectively and the learning and progress of all students is good or better.	The program assesses relevant content knowledge of candidates and usually provides support where needed so that coursework and training enable teacher candidates to teach secondary subjects effectively , ensuring that they can enhance the learning and progress of the students they teach.	The program inconsistently assesses relevant content knowledge of teacher candidates, providing little support when necessary and/or coursework and training inconsistently enable teacher candidates to teach secondary subjects so that they are able to enhance the progress and learning of the students they teach.	There is little evidence that the program assesses candidate content knowledge. Coursework and training does not enable secondary teacher candidates to teach their secondary subject and as a result, student learning is significantly inhibited.

Indicator 2.2 Teaching Methods ⁹			
Criteria	4 - Strong	3 - Good	2 - Weak
Classroom	Coursework and training in	Coursework and training in	Coursework and training in
	Coursework and training in	Coursework and training in	Coursework and training in

⁹ Key teaching skills such as academic feedback and questioning, managing student behavior, assessment, and differentiation should be embedded and integrated into different content areas such that candidates fully understand how these key skills can be used to advance student learning and how use of these skills may differ across content areas.

<p>management</p>	<p>classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline highly effectively and create a positive and highly engaging climate for academic learning. This includes all of the following:</p> <ul style="list-style-type: none"> • make effective use of time and materials • keep classroom on track and minimize student distraction • use contingent praise for good behavior • handle disruptive student misbehavior • differentiate the learning environment for students in need. 	<p>classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. This includes all of the following:</p> <ul style="list-style-type: none"> • make effective use of time and materials • keep classroom on track and minimize student distraction • use contingent praise for good behavior • handle disruptive student misbehavior • differentiate the learning environment for students in need. 	<p>classroom management inconsistently equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Some of the following may not be present:</p> <ul style="list-style-type: none"> • make effective use of time and materials • keep classroom on track and minimize student distraction • use contingent praise for good behavior • handle disruptive student misbehavior • differentiate the learning environment for students in need. 	<p>classroom management does not equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Several of the following may not be present:</p> <ul style="list-style-type: none"> • make effective use of time and materials • keep classroom on track and minimize student distraction • use contingent praise handle disruptive student misbehavior. • handle disruptive student misbehavior • differentiate the learning environment for students in need.
<p>Indicator 2.2 Teaching Methods (continued)</p>				
<p>Assessment</p>	<p>Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to accurately assess K-12 student performance and progress and to adjust their instruction in response to this information.</p>	<p>Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to accurately assess student performance and progress for most of their students and to adjust their instruction in</p>	<p>Coursework and training in assessment inconsistently equip candidates to assess student performance and progress, including inconsistent use of formative assessment</p>	<p>Coursework and training in assessment does not enable candidates to assess student learning and to use formative data to inform their instruction of students.</p>

	This includes enabling them to utilize formative assessment results in their instruction so that all students, including those with ESL, special education, and gifted needs, make at least good academic progress.	response to this information. This includes enabling them to utilize formative assessment results so that most of their students, including those with ESL, special education, and gifted needs, make at least good academic progress.	results in their instruction; not all students make at least good academic progress.	
Differentiation	Coursework and training prepares teacher candidates to highly effectively adapt the curriculum and differentiate the content, process and/or product during instruction for all students including those with ESL, special education, and gifted needs, ensuring that all students make good or better progress in the lesson and over time.	Coursework and training prepares teacher candidates to effectively adapt the curriculum and differentiate the content, process or product during instruction for most students including those with ESL, special education, and gifted needs, ensuring most students make progress in the lesson and over time.	Coursework and training inconsistently prepares teacher candidates to adapt the curriculum and differentiate the content, process or product during instruction to meet the needs of all students including those with ESL, special education, and gifted needs.	Coursework and training does not prepare candidates to adapt the curriculum and differentiate to the content, product or process during instruction to meet the needs of students with varying learning needs.
Indicator 2.2 Teaching Methods (continued)				
Academic feedback and questioning	Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to effectively engage all students in rigorous learning through highly effective academic	Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through effective academic feedback	Coursework and training inconsistently prepare teacher candidates to engage students in learning through academic feedback and questioning. Coursework and training	Coursework and training do not equip candidates to engage students in learning through academic feedback and questioning.

	<p>feedback that is timely, accurate and specific and high-level questioning where students and/or teachers build off responses.</p>	<p>that is timely, accurate and specific and questioning that includes higher-level, open-ended questions.</p>	<p>may not address key components of feedback (timeliness, accuracy, and specificity) OR does not address level and variety of questioning.</p>	
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Indicator 2.3 Connections to Practice ¹⁰				
Criteria	4 - Strong	3 - Good	2 - Weak	1 - Inadequate
<p>Connections to practice between coursework and the clinical</p>	<p>Program coursework has frequent and strong connections to immediate</p>	<p>Program coursework frequently includes appropriate and good</p>	<p>Program coursework has inconsistent relevant connections to practice</p>	<p>Program coursework has few OR ineffective connections to practice such</p>

¹⁰ Through program coursework, all candidates are provided with explicit, real-world applications of the content knowledge and teaching methods presented in coursework, and observe strong modeling of teaching methods and skills, so that teacher candidates learn *how to apply* their coursework knowledge to clinical practice situations. These connections to practice do not assume that fieldwork is the only way to learn application of knowledge to classroom settings: faculty modeling, role-playing among candidates enrolled in the course, the use of videos to demonstrate how skills or knowledge are deployed in the classroom, simulations, and avatar-based practice opportunities are some of the concrete ways connections to practice can be embedded in course content.

<p>application of coursework knowledge</p>	<p>practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide all candidates with opportunities to learn how to apply their coursework knowledge to clinical practice.</p>	<p>connections to practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide most candidates with opportunities to learn how to apply their coursework knowledge to clinical practice.</p>	<p>with missed opportunities to include scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc., in a way that help candidates learn how to apply coursework knowledge.</p>	<p>as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.</p>
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REVIEW AREA 3: Quality of Clinical Placement, Feedback, and Candidate Performance

Context/Rationale: The final clinical experience (often referred to as student teaching or internship) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observations is a central piece of evidence for this review area, reviewers are **not evaluating teacher candidates** through these observations; reviewers are judging the teaching and learning that results from the program's efforts to develop the knowledge and teaching skills of all candidates, **not the teacher candidate who is observed by reviewers**. Evidence is gathered and judgments made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the review area, reviewers will include evidence on earlier clinical experiences where appropriate.

Note on Alternate Certification Programs: For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

Essential questions being answered:

- How does the program structure the final clinical experience and select the clinical placement site?
- How are cooperating teachers and/or program supervisors chosen, trained, and supported by the program?
- What aspects of teaching and learning does the observation tool provide feedback on?
- What is the quality of the feedback candidates receive? Is it an accurate reflection of the quality of teaching and learning during the observed lesson?
- How consistent is the feedback provided by the program supervisors and classroom cooperating teachers?
- Is the feedback constructive, actionable and likely to lead to improvement in teaching and learning practices?
- How do cooperating teachers, principals, and/or program supervisors view the overall quality of teacher candidate?
- What is the impact of candidate teaching on student learning during the observed lesson?
- What is the evidence from the site visit with regards to the quality of teacher candidates?

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Likely sources of evidence for this review area:

- Observations of teacher candidates teaching
- Observation of feedback provided by program supervisors to candidates
- Blank and completed observations and evaluation instruments
- Conversations with teacher candidates, program faculty/staff, and school/district staff (cooperating teachers, principals, HR)
- Data on all supervisor observation scores and written comments for cohorts of teacher candidates in the reviewed program
- Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of cooperating teachers and supervisors
- Surveys of program completers

Note on “constraining criteria”: The quality of written and oral feedback (Indicator 3.2) delivered by program supervisors to all candidates **must be good or better** in order for the key judgment on Quality of Clinical Placement, Feedback, and Candidate Performance to be good.

Indicator 3.1 – Clinical Placement				
Criteria	4 – Strong	3 – Good	2 – Weak	1 – Inadequate
Clinical placement timing and length	Teacher candidates are consistently placed at the beginning of the K12 school term (ideally at the beginning of a school year) and student teaching lasts for at least a full school term .	Teacher candidates are consistently placed within the first two weeks of the K12 school term and student teaching lasts for at least ten weeks .	Teacher candidates are not consistently placed within first two weeks of the K12 school term and/or lasts for less than ten weeks but more than six weeks .	Student teaching lasts for less than six weeks .

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Indicator 3.1 – Clinical Placement (continued)

<p>Selection of clinical placement schools^{11, 12}</p>	<p>High-quality placements ensure that teacher candidates gain substantial practical experience to develop their teaching skills effectively in schools that are high performing and/or improving over the past two years, a substantial portion of which have a diverse student body (to include SES and/or ethnicity).</p>	<p>Placements ensure that teacher candidates gain practical experience to develop their teaching skills effectively in placements where most schools are high performing and/or improving over the past two years, some of which have a diverse student body (to include SES and/or ethnicity).</p>	<p>Placements do not ensure that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity).</p>
<p>Selection of cooperating teachers (mentor teachers)¹³</p>	<p>Cooperating teachers are consistently chosen based on demonstrated effectiveness and capacity to serve as a mentor.</p>	<p>Cooperating teachers are often chosen for effectiveness and capacity to serve as a mentor.</p>	<p>There is no clear rationale for choosing cooperating teachers for their effectiveness OR for their capacity to serve as mentors.</p>

¹¹ For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program this criterion does not apply (e.g. alternative certification programs).

¹² Team will examine up to 10 schools where most candidates are placed plus any not on that list but where the team observed.

¹³ For programs where clinical placement is determined by employment of program candidates as the teacher of record who are enrolled in the program, this criterion does not apply.

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Indicator 3.1 – Clinical Placement (continued)			
<p>(ALT CERT)¹⁴ Clinical On-Site Supports</p>	<p>Programs consistently demonstrate that multiple supports are in place for candidates who are teaching, including frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as evidence that strategic interventions routinely take place to address weaknesses in candidate performance if/when they arise.</p>	<p>Programs demonstrate that they provide some onsite support for candidates who are teaching--examples may include frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as some evidence that interventions take place to address weaknesses in candidate performance if/when they arise.</p>	<p>Programs inconsistently demonstrate supports are in place for candidates teaching through onsite visits to assess candidate performance and/or few interventions are available if/when placement weaknesses arise OR the interventions take place inconsistently and/or are inconsistently effective.</p>
			<p>Programs are not able to demonstrate supports are in place for candidates teaching. There is little or no evidence of onsite support for candidates and/or they do not make interventions when weaknesses in candidate performance arise OR the interventions are ineffective.</p>

¹⁴For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

Indicator 3.2 – Observation and Feedback				
Criteria	4 – Strong	3 – Good	2 – Weak	1 – Inadequate
<p>Observation form(s) used by program supervisors</p>	<p>Observation and/or evaluation instrument(s) includes explicit focus on ALL :</p> <ul style="list-style-type: none"> ● 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 ESL, special education, and gifted needs ● academic feedback and questioning ● Candidate content knowledge 	<p>Observation and/or evaluation instrument(s) addresses most (5-6):</p> <ul style="list-style-type: none"> ● 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 ESL, special education, and gifted needs ● academic feedback and questioning ● Candidate content knowledge 	<p>Observation and/or evaluation instrument(s) addresses only some (3-4):</p> <ul style="list-style-type: none"> ● 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 ESL, special education, and gifted needs ● academic feedback and questioning ● Candidate content knowledge 	<p>Observation and/or evaluation instrument(s) addresses few (1-2):</p> <ul style="list-style-type: none"> ● 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 ESL, special education, and gifted needs ● academic feedback and questioning ● Candidate content knowledge

Indicator 3.2 – Observation and Feedback (continued)

<p>Program supervisor and cooperating teacher training on observation and evaluation</p>	<p>All program-based supervising teachers and classroom cooperating teachers receive regular substantive training on methods and practices of high-quality observation and feedback.</p>	<p>All program-based supervising teachers and classroom cooperating teachers receive regular substantive training on methods and practices of high-quality observation and feedback.</p>	<p>Program-based supervising teachers and classroom cooperating teachers receive minimal training, at least annually, on the observation and/or evaluation instrument.</p>	<p>The program does not provide training on methods and practices of effective observation and feedback to program-based supervising teachers or classroom cooperating teachers who observe/host teacher candidates.</p>
<p>Quality of written and oral feedback*</p>	<p>Accurate written and oral feedback after each required observation has a clear link to evidence of student learning during the observed lesson, strategically builds on previous feedback, and identifies key action steps for improvement.</p>	<p>Accurate written and oral feedback after each required observation usually has a clear link to evidence of student learning during the observed lesson, builds on previous feedback, and identifies most key action steps for improvement.</p>	<p>Written and oral feedback after each required observation is inconsistent and/or inconsistently builds upon previous feedback, does not link to student learning, and/or does not directly identify action steps for improvement.</p>	<p>Written and oral feedback after each required observation is inaccurate and/or does not link to student learning and does not identify key action steps for improvement.</p>
<p>Indicator 3.2 – Observation and Feedback (continued)</p>				

* Constraining Criteria

<p>Consistency of expectations</p>	<p>Supervising teachers, classroom cooperating teachers and all classroom observers have consistently high expectations for candidate performance and student learning, and they work collaboratively to deliver strong feedback that is accurate and highly relevant to the needs of teacher candidates.</p>	<p>Supervising teachers, classroom cooperating teachers and all classroom observers usually have consistent expectations about candidate performance and student learning, and they mostly work collaboratively to ensure that feedback is accurate and relevant to the needs of teacher candidates.</p>	<p>Supervising teachers, classroom cooperating teachers and all classroom observers have inconsistent expectations about candidate performance and student learning, and/or their feedback is inconsistent or not always relevant to the needs of teacher candidates.</p>	<p>Supervising teachers, classroom cooperating teachers and all classroom observers provide teacher candidates with feedback that is not accurate or relevant to the needs of teacher candidates and/or expectations are not clear.</p>
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Indicator 3.3 – Candidate Performance				
Criteria	4 – Strong	3 – Good	2 – Weak	1 – Inadequate
<p>Student engagement and candidate impact on student learning during lesson¹⁵</p>	<p>All students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning during the observed lesson.</p>	<p>Most students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning for most students during the lesson.</p>	<p>Students are inconsistently engaged in learning during the observed lesson and candidate teaching inconsistently advances student learning.</p>	<p>Few students are engaged in learning during the observed lesson and candidate teaching does not contribute to student learning.</p>
Indicator 3.3 – Candidate Performance (continued)				

¹⁵ Student learning during an observed lesson can be determined by direct observation of student work in the classroom as well as evidence that students are active in debate and discussion during the lesson, discovering evidence or patterns, making contributions to the understanding of other students—or even the teacher—of a subject or topic, asking and/or answering probing questions, and providing responses to reviewer questions that demonstrate learning and understanding of lesson content.

<p>Subject knowledge</p>	<p>Students benefit from accurate and high-quality content because candidates consistently teach exceptionally well, demonstrating strong subject knowledge, particularly in reading, literature, history/social studies, math and science.</p>	<p>Students benefit from accurate content because candidates teach well, demonstrating good subject knowledge, particularly in reading, literature, history/social studies, math and science.</p>	<p>Students inconsistently benefit from accurate content because candidates teach inconsistently, demonstrating some errors in subject knowledge, particularly in reading, literature, history/social studies, math and science.</p>	<p>Students have few opportunities to benefit from accurate content because candidates are unable to consistently demonstrate subject knowledge to ensure that lessons are taught accurately and/or inaccuracies in content adversely impact student learning.</p>
<p>Teaching Skills and Strategies</p>	<p>Student learning and engagement are supported by teacher candidate ability to consistently and highly effectively demonstrate the use of these teaching and learning strategies:</p> <ul style="list-style-type: none"> ● classroom management strategies ● formative assessment and its use to inform instruction ● differentiated instruction for gifted students, ELLs and students with special learning needs ● academic feedback and questioning 	<p>Student learning and engagement are supported by teacher candidate ability to consistently and effectively demonstrate the use of these teaching and learning strategies:</p> <ul style="list-style-type: none"> ● classroom management strategies ● formative assessment and its use to inform instruction ● differentiated instruction for gifted students, ELLs and students with special learning needs ● academic feedback and questioning 	<p>Student learning and engagement are not always supported due to teacher candidate to demonstrate the use of these teaching and learning strategies:</p> <ul style="list-style-type: none"> ● classroom management strategies ● formative assessment and its use to inform instruction ● differentiated instruction for gifted students, ELLs and students with special learning needs ● academic feedback and questioning 	<p>Student learning and/or engagement is impeded by teacher candidate inability to use one or more of these teaching and learning:</p> <ul style="list-style-type: none"> ● classroom management strategies ● formative assessment and its use to inform instruction ● differentiated instruction for gifted students, ELLs and students with special learning needs ● academic feedback and questioning
<p>Indicator 3.3 – Candidate Performance (continued)</p>				

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<p>Feedback from recent graduates and principals of recent graduates</p>	<p>Recent graduates, cooperating teachers and principals of recent graduates report that program graduates make a strong positive impact on student learning without the need for targeted interventional professional development from the school or district.</p>	<p>Recent graduates and principals of recent graduates report that program graduates make a positive impact on student learning without the need for targeted interventional professional development from the school or district.</p>	<p>Recent graduates and principals of recent graduates report that targeted interventional professional development from the school or district was sometimes needed to enable the graduates to improve their impact on student learning.</p>	<p>Recent graduates and principals of recent graduates report that significant professional development was required in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress.</p>
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REVIEW AREA 4: Quality of Program Performance Management

Rationale/Context: This review area examines whether and how program leadership—at all levels—utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Program performance management gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Program performance management also includes systematic and regular attention to the quality of program coursework and faculty teaching, taking into account their impact on relevant program outcomes and to the ability of all candidates to teach well as a result of the quality of course content and faculty teaching.

Quality assurance through effective program performance management takes place by building and sustaining a culture of continuous improvement that directly engages all members of the organization. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to gauge the impact of these improvement actions. The site visit also focuses on the quality and accuracy of data used by the program to assess its own performance, in particular whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Core concepts of program performance management are: full engagement of all members of the organization in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the culture of the program.

Essential questions being answered:

- How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance and make improvements to the program? How often?

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- What is the quality of data collected and used by the program and who uses it? How does the program monitor the quality of its data and seek to improve data quality where needed?
- Does the program have—and use—quality control “gates”, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data are used to make these decisions?
- Does the program have intervention plans for weaker candidates? For those candidates unable to meet performance improvement goals, is there a non-certification degree track for them?
- How does the program monitor and take steps to improve the quality of coursework and teaching?
- How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?
- How does program leadership take action as a result of information? Frequency? What steps are taken to monitor the results of steps taken to make improvements?
- How does the program ensure it meets Florida Statutes (1004.04(2)(d), 1004.85(3)(b)3, 1012.56(8)) whereby prior to program completion, each candidate must demonstrate positive impact on student learning growth and pass all relevant portions of the Florida Teacher Certification Examination (FTCE)?

Likely sources of evidence for this review area:

- Data over time (to include: teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning)
- Observations of teacher candidates teaching and of program courses
- Courses taught through multiple sections or at multiple sites
- Observation of feedback provided to candidates
- Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
- Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
- Program handbooks, MOUs, and/or other program documents
- Program or individual candidate improvement plans, action plans, and results of the interventions
- Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes

Indicator 4.1: Program Performance Management				
Criteria	4 - Strong	3 - Good	2 - Weak	1 - Inadequate
Quality of Data	Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance.	Program collects and uses multiple sources of information, most of which are high-quality data , to monitor ongoing performance.	Program collects and uses few sources of high-quality information , relying on data of inconsistent quality to monitor ongoing performance	Sources of information collected and used for program monitoring are not high-quality data .
Internal quality control gates (or checkpoints) and intervention plans	Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates exceed high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.	Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates meet high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.	Program leadership inconsistently monitors candidate performance and inconsistently utilizes data including student learning growth and FTCE results to ensure that candidates meet standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure), and/or the program inconsistently uses formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.	The program does not monitor candidate performance through formal internal checkpoints and/or the expected standards are unclear and/or they do not address Florida Statute and include student learning growth . The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.

Indicator 4.1: Program Performance Management (continued)			
<p>Quality monitoring (data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</p>	<p>The program has a formal organized system through which program leadership uses high-quality data to regularly and systematically monitor overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes regular examination of observation and feedback instruments and practices as well as regular training for supervising teachers</p>	<p>The program has an informal set of processes through which program leadership usually makes use of good data to monitor overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes review of observation and feedback instruments and practices as well as regular training for supervising teachers.</p>	<p>The program does not take steps to monitor the quality of coursework, candidate fieldwork experiences, and/or the program's observation and feedback practices. Supervising teachers do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates.</p>
<p>Monitoring coursework quality and coursework-clinical connections</p>	<p>Program leaders systematically monitor the quality of coursework and teaching and take steps to ensure there are strong connections between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</p>	<p>Program leaders have an informal system in place to monitor the quality of coursework and teaching and to ensure there are good connections between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</p>	<p>Program leaders do not monitor the quality of coursework and teaching to ensure good coursework-clinical connections.</p>

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Indicator 4.1: Program Performance Management (continued)			
<p>Quality improvement planning¹⁶</p>	<p>The program has a formal system for improvement planning informed by high-quality data, involving all relevant stakeholders in continuous improvement activities, and resulting in action plans with measurable goals. There is a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes.</p>	<p>The program's quality improvement activities usually make use of good quality data and involve many key stakeholders to produce action plans with measurable goals. However, there is no formal system in place that supports a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes.</p>	<p>The program inconsistently makes use of improvement plans based on monitoring data to develop action steps that result in stronger outcomes for individual and groups of teacher candidates and completers.</p>
			<p>Quality improvement plans are not used to examine the effectiveness of the program and secure further improvements in outcomes for individual and groups of teacher candidates and completers.</p>

¹⁶ Quality improvement planning involves all stakeholders, using results to take action for continuous improvement.

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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.		
Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification Program (PDCP)
<p>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; and passing score on the General Knowledge Examination in accordance with Rule 6A-4.0021, F.A.C.</p> <p>For programs waiving these admission requirements for up to 10 percent of the candidates admitted, the program must track the progress and status, and provide assistance to any individual who was admitted under the 10% waiver provision.</p>	<p>1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1004.85(3)(b), Florida Statutes, prior to admission, ensuring candidates have obtained a statement of status of eligibility that indicates his or her eligibility for the certification subject area.</p>	<p>1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-issued temporary teaching certificate; and are employed in an instructional position within the school district, charter school or charter management organization.</p>
<p>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.</p>	<p>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.</p>	<p>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.</p>

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<p>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.</p>	<p>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.</p>	
	<p>1.4 Educational Plan: The program will develop an educational plan as outlined in s. 1004.85(3)(a)2., F.S., for each candidate to meet all requirements for a Florida Professional Educator’s Certificate in the subject area(s) in which the candidate has a statement of status of eligibility.</p>	<p>1.3 Individualized Plan: The program will conduct an initial evaluation of each candidate’s competencies to determine an appropriate individualized professional development plan.</p>
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p>	<p>Educator Preparation Institute (EPI)</p>	<p>Professional Development Certification Program (PDCP)</p>
<p>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). The UCC components include:</p> <ul style="list-style-type: none"> • Florida Educator Accomplished Practices (FEAPs) • State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S. 	<p>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). The UCC components include:</p> <ul style="list-style-type: none"> • Florida Educator Accomplished Practices (FEAPs) • State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S. 	<p>2.1 Uniform Core Curricula: The program will instruct and assess each candidate’s mastery of the Uniform Core Curricula (UCC) in the candidate’s certification subject area(s) during training. The UCC components include:</p> <ul style="list-style-type: none"> • Florida Educator Accomplished Practices (FEAPs) • State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S. • Scientifically researched reading instruction

Florida Department of Education Initial Program Approval Standards

<ul style="list-style-type: none"> • Scientifically researched and evidence-based reading instruction • 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 • School safety 	<ul style="list-style-type: none"> • Scientifically researched and evidence-based reading instruction • 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 • School safety 	<ul style="list-style-type: none"> • 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 • School safety
<p>2.2 Passing Results on FTCE: The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>	<p>2.2 Passing Results on FTCE: The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>	<p>2.2 Passing Results on FTCE: The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>
<p>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.</p>		<p>2.3 Teacher Mentorship and Induction Component: The program’s teacher mentorship and induction component includes each of the following:</p> <p>a. Provide weekly opportunities for mentoring and induction activities, including:</p> <ul style="list-style-type: none"> • Common planning time • Ongoing professional development targeted to a teacher’s needs • Opportunities for a teacher to observe other teachers • Co-teaching experiences • Reflection

Florida Department of Education Initial Program Approval Standards

		<ul style="list-style-type: none"> • Follow-up discussions <p>b. Mentorship and induction activities:</p> <ul style="list-style-type: none"> • Are provided for a program candidate's first year in the program • Include the Uniform Core Curricula (UCC)
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p>		
<p>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.</p>	<p>Educator Preparation Institute (EPI)</p> <p>3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty or private provider staff who instruct or supervise field experiences in which a candidate demonstrates his or her impact on p-12 student learning growth, meet the requirements outlined in s. 1004.85(6), F.S.</p>	<p>Professional Development Certification Program (PDCP)</p> <p>3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:</p> <ul style="list-style-type: none"> • Hold a valid professional certificate; • Earned at least 3 years of p – 12 teaching experience; • 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); and • Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34.

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<p>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:</p> <ul style="list-style-type: none"> ● 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 ● Candidate content knowledge 	<p>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:</p> <ul style="list-style-type: none"> ● 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 ● Candidate content knowledge 	<p>3.2 Candidate Final Summative Evaluation: The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the school district for the final summative evaluation of each program candidate's demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings. The final summative evaluation includes an explicit focus on:</p> <ul style="list-style-type: none"> ● 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 ● Candidate content knowledge
<p>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.</p>	<p>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.</p>	<p>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.</p>

Florida Department of Education Initial Program Approval Standards

<p>3.4 Feedback: The program will provide feedback to program candidates on their performance in field experiences which includes:</p> <ul style="list-style-type: none"> ● Evidence of student learning ● Strategically builds on prior feedback ● Identifies key action steps for improvement 	<p>3.4 Feedback: The program will provide feedback to program candidates on their performance in field experiences which includes:</p> <ul style="list-style-type: none"> ● Evidence of student learning ● Strategically builds on prior feedback ● Identifies key action steps for improvement 	<p>3.4 Feedback: The program will provide feedback to program candidates on their performance which includes:</p> <ul style="list-style-type: none"> ● Evidence of student learning ● Strategically builds on prior feedback ● Identifies key action steps for improvement
<p>3.5 Field Experience Settings: The program will 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.</p>	<p>3.5 Field Experience Settings: The program will 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.</p>	
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p>	<p>Educator Preparation Institute (EPI)</p>	<p>Professional Development Certification Program (PDCP)</p>
<p>4.1 Program Progress and Performance Monitoring: The program will collect and use multiple sources of data to monitor program progress and performance.</p>	<p>4.1 Program Progress and Performance Monitoring: The program will collect and use multiple sources of data to monitor program progress and performance.</p>	<p>4.1 Program Progress and Performance Monitoring: The program will collect and use multiple sources of data to monitor program progress and performance.</p>

Florida Department of Education Initial Program Approval Standards

<p>4.2 Candidate Performance Monitoring: The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.</p>	<p>4.2 Candidate Performance Monitoring: The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.</p>	<p>4.2 Candidate Performance Monitoring: The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.</p>
<p>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.</p>	<p>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.</p>	<p>4.3 Monitoring Learning Resources and Teacher Mentorship and Induction Component: The program will monitor the quality of the teacher mentorship and induction component; and the observation and feedback system, including clinical education training.</p>
<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used to support continuous program improvement.</p>	<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input and employer satisfaction surveys will be used to support continuous program improvement.</p>	<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used to support continuous program improvement.</p>

Florida Department of Education Continued Approval

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.		
Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification Program (PDCP)
<p>1.1 Admission Requirements: Admission requirements, processes and methods used to determine candidates meet 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; and passing score on the General Knowledge Examination in accordance with Rule 6A-4.0021, F.A.C.</p> <p>For programs waiving these admission requirements for up to 10 percent of the students admitted, the following must be reported:</p> <ul style="list-style-type: none"> • Number of candidates entering under 10% waiver; • Assistance provided to and progress made by candidates for demonstrating the competencies required for certification; and • Current status of each candidate admitted under the 10% waiver provision specifying whether admission requirements have been met. 	<p>1.1 Admission Requirements: Admission requirements, processes and methods used to determine candidates meet the state-mandated requirements outlined in s. 1004.85(3)(b), Florida Statutes, prior to admission, ensuring candidates have obtained a statement of status of eligibility as prescribed in section 1012.56, F.S., that indicates his or her eligibility for the certification subject area.</p>	<p>1.1 Admission Requirements: Admission requirements, processes and methods used to determine candidates meet the state-mandated requirements outlined in s. 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-issued temporary teaching certificate; and are employed in an instructional position within the school district.</p>

Florida Department of Education Continued Approval

<p>1.2 Ombudsman: Certification ombudsman is provided.</p>	<p>1.2 Ombudsman: Certification ombudsman is provided.</p>	
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p> <p>2.1 Passing Results on FTCE: Before program completion, each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).</p> <p>2.2 Two-Year Guarantee: The program monitors and remediates program completers who were referred by the employing school district during the first 2 years immediately following program completion (2-year guarantee).</p>	<p>Educator Preparation Institute (EPI)</p> <p>2.1 Passing Results on FTCE: Before program completion, each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).</p>	<p>Professional Development Certification Program (PDCP)</p> <p>2.1 Passing Results on FTCE: Before program completion, each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).</p>
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p> <p>3.1 Field Experience Supervisor and Instructor Qualifications: The program assures that postsecondary faculty and school district personnel and instructional personnel who instruct, direct or supervise field experience courses or internships in which a</p>	<p>Educator Preparation Institute (EPI)</p> <p>3.1 Field Experience Supervisor and Instructor Qualifications: The program assures that postsecondary faculty or private provider staff who instruct or supervise field experiences in which a candidate demonstrates his or her impact on p-12 student learning growth,</p>	<p>Professional Development Certification Program (PDCP)</p> <p>3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:</p> <ul style="list-style-type: none"> • Hold a valid professional certificate; • Earned at least 3 years of p – 12 teaching experience; • Completed specialized training in clinical

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<p>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.</p>	<p>meet the requirements outlined in s. 1004.85(6), F.S.</p>	<p>supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s. 1012.98(3)(e); and</p> <ul style="list-style-type: none"> Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34.
<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p>	<p>Educator Preparation Institute (EPI)</p>	<p>Professional Development Certification Program (PDCP)</p>
<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.</p>	<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input and results of employer satisfaction survey designed to measure the sufficient preparation of program completers will be used.</p>	<p>4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.</p>