

# Educator Preparation Institute Continued Approval Technical Assistance Paper

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1004.85, Florida Statutes.

1.1 Curriculum content is aligned with the state-mandated requirements and a process is established to ensure consistent delivery through a competency based program.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Florida Educator Accomplished Practices are delivered and assessed throughout the program in modules or coursework and in a K-12 setting. (Note: A crosswalk of the FEAPs and the 12 Professional Competencies and Skills (PECs) to which they are related is provided and <u>may</u> be used so that when each FEAP is assessed as described in this document, the corresponding PECs are considered assessed, as well.)</p>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each Florida Educator Accomplished Practice (FEAP)/Professional Education Competencies (PEC) is fully addressed through at least two defined candidate performance measures with identified assessments, one of which is demonstrated in field experience.</li> <li><input type="checkbox"/> The institution documents that the candidate has demonstrated the FEAPs/PECs prior to admission to the program, if applicable. (<b>Note:</b> Previous experience may be used to determine that the FEAP/PEC has been demonstrated. This can be through work related experiences or previous coursework at the upper division or graduate level. Lower division prerequisite coursework <b>may not</b> be used to demonstrate competencies.)</li> <li><input type="checkbox"/> Assessments allow for candidates</li> </ul>	<p><b><u>APEP Report:</u></b></p> <p>A matrix is provided that shows where the Florida Educator Accomplished Practices are delivered and assessed throughout the program. The matrix must include a full description of the assessment/activity and course title. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment</li> <li>▪ Indicator that is being assessed</li> <li>▪ Description of activity including instrument used, i.e. rubric, examination, feedback form, etc.</li> <li>▪ At least one sample rubric or assessment criteria should be provided. This may be an overall rubric used by the program to evaluate candidate progress or a specific task rubric.</li> </ul> <p>A narrative should also accompany the matrix that provides an overview of where assessments are throughout the program</p> <p><b><u>Summary Report:</u></b></p> <p>A matrix is provided that shows where the Florida Educator Accomplished Practices are delivered and assessed throughout the program. The matrix must include a full description of the assessment/activity and course title. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment</li> <li>▪ Indicator that is being assessed</li> </ul>

	<p>to demonstrate increasing levels of proficiency:</p> <ol style="list-style-type: none"> <li>1. Documented evidence that each candidate has demonstrated progress of the FEAP/PEC prior to mastery in the field experience is provided.</li> <li>2. Documented evidence that each candidate has mastered the FEAPs/PECs at program completion is provided.</li> <li>3. A description and/or examples of those assessments that will evaluate performance measures are provided.</li> <li>4. A clear alignment is shown between the performance measure and the assessment/critical task, and assessment criteria.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Description of activity including instrument used, i.e. rubric, examination, feedback form, etc.</li> <li>▪ Sample rubrics or assessment criteria should be provided. This may be an overall rubric used by the program to evaluate candidate progress or a specific task rubric.</li> </ul> <p>A narrative should also accompany the matrix that provides an overview of where assessments are throughout the program. A description of all pre assessment instruments or processes to determine candidate demonstration of competencies is provided.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Curriculum maps/matrices/modules with descriptions of indicators and tasks used to assess indicators.</li> <li>▪ Curriculum maps/matrices/modules that show where two points are assessed.</li> <li>▪ Rubrics that have criteria that are clearly linked to the indicator. (Rubrics will be reviewed by random selection.)</li> <li>▪ Syllabi that clearly articulates the link between tasks/assessments and the indicators to be assessed. (Syllabi will be reviewed by random selection.)</li> <li>▪ Documentation of candidate demonstration of competency prior to entering the program.</li> </ul>
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The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1004.85, Florida Statutes.

1.1 Curriculum content is aligned with the state-mandated requirements and a process is established to ensure consistent delivery through a competency based program.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>b. Confirmation that completion of FOR-PD is consistently required, or a <a href="#">Reading matrix</a>, showing how Reading Competency 2 of the Florida Reading Endorsement Competencies are assessed and demonstrated, including the following:</p> <ol style="list-style-type: none"><li>1. Activities for each indicator in Reading Competency 2 showing progression from the theory to the demonstration of the skill (application) with resources listed.</li></ol>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Confirmation that FOR-PD is consistently required, or</li><li><input type="checkbox"/> An activity for each indicator in the competency that demonstrates a progression from theory to application.</li><li><input type="checkbox"/> Syllabi of the courses in which the activities are taught and assessed.</li></ul>	<p><b><u>APEP Report and Summary Report:</u></b></p> <p>Options:</p> <ol style="list-style-type: none"><li>1. Confirmation that FOR-PD is consistently required, or</li><li>2. A matrix is provided that shows where the indicators for Reading Competency 2 are covered and assessed. The matrix must include the following:<ul style="list-style-type: none"><li>▪ Title of Activity/Assessment for each indicator</li><li>▪ Purpose and description of activity or assessment including the instrument used, i.e. rubric, examination, feedback form, etc.</li></ul></li></ol> <p>A narrative should also accompany the matrix that provides an overview of the assessments in both coursework and field experiences.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"><li>▪ State approved Reading Endorsement Alignment Matrix</li><li>▪ Syllabi of courses that assess reading indicators (syllabi will be reviewed by random selection)</li><li>▪ List of resources (if not covered in the syllabi)</li></ul>

**Standard 1. Core Curriculum Content**

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1004.85, Florida Statutes.

**1.1 Curriculum content is aligned with the state-mandated requirements and a process is established to ensure consistent delivery through a competency based program.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>c. Professional education competencies and skills are delivered and assessed in modules and/or coursework and by achievement of a passing score on the Professional Education portion of the Florida Teacher Certification Examination.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The institution documents that the intent of each Professional Education Competency is fully addressed through at least two defined candidate performance measures with identified assessments; one of which may be a passing score on the Professional Education portion of the Florida Teacher Certification Examination.</li> <li><input type="checkbox"/> A plan is in place that provides monitoring of candidates passing the Professional Education portion of the Florida Teacher Certification Examination.</li> </ul>	<p><u><b>APEP Report and Summary Report:</b></u></p> <p>A matrix is provided that shows where the Professional Education Competencies are delivered and assessed in the program. The matrix must include a full description of the assessment/activity and course title. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> <li>▪ Title of Activity/Assessment</li> <li>▪ Indicator that is being assessed</li> <li>▪ Description of activity including Instrument used, i.e. rubric, examination, feedback form, etc.</li> </ul> <p>A narrative should accompany the matrix that articulates how monitoring of candidates' pass rates on the Professional Education portion of the Florida Teacher Certification Examination is implemented.</p> <p><u><b>Supporting Data for Site Visit Exhibit Room:</b></u></p> <ul style="list-style-type: none"> <li>▪ Curriculum maps/matrices/modules with descriptions of indicators and tasks used to assess indicators.</li> <li>▪ Rubrics that have criteria that is clearly linked to the indicator. (Rubrics will be reviewed by random selection)</li> <li>▪ Syllabi that clearly articulates the link between tasks/assessments and the indicators to be assessed. (Syllabi will be reviewed by random selection)</li> </ul>

**Description of Scoring Scale**

**1 = Unacceptable**

Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.

**2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.

**3 = Acceptable**

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

**Overall Score of Indicator 1.1:**

Current mandated state requirements are consistently implemented and published in required documents.

**SCORE:**

## Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1004.85, Florida Statutes.

**1.2 Based on the candidate’s educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Placement and monitoring of students in field experience settings:</p> <ol style="list-style-type: none"> <li>1. Educational plan</li> <li>2. Tracking and placement system</li> <li>2. Field experience evaluation forms</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An educational plan based on candidate previous experience and/or competency demonstration is in place for each candidate upon admission to the program.</li> <li><input type="checkbox"/> A tracking and placement system for field experiences is in place.</li> <li><input type="checkbox"/> All field experiences are supervised and evaluated by a qualified educator as defined by the institution.</li> </ul>	<p><b><u>APEP Report and Summary Report:</u></b></p> <p>A narrative is provided that describes how educational plans are created for each individual candidate, including any pre-assessment of a candidate’s demonstration of competencies prior to entering the program. The narrative should also indicate how candidates’ field experiences are selected based on their educational plan. A matrix/chart should be provided that indicates qualifications of supervising educators.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of student educational plans</li> <li>▪ Random selection of candidates’ field experiences</li> <li>▪ Random selection of field experience evaluation forms completed on candidates</li> <li>▪ Random selection of tracking and placement forms used for monitoring field experiences</li> <li>▪ Random selection of faculty vita</li> </ul>

**Description of Scoring Scale**

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**2 = Needs Improvement**

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**3 = Acceptable**

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

**Overall Score of Indicator 1.2:**

Based on the candidate's educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.

**SCORE:**

### Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1004.85, Florida Statutes.

#### 1.3 Program faculty are qualified to teach their assigned courses.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
a. Faculty must have a master's degree in education or related field and document teaching experience.	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> All faculty have a master's degree in education or a related field and documented teaching experiences.</li></ul>	<p><u>APEP Report and Summary Report:</u> A matrix is provided that indicates each faculty's degree and teaching experiences.</p> <p><u>Supporting Data for Site Visit Exhibit Room:</u></p> <ul style="list-style-type: none"><li>▪ Random selection of vita of faculty teaching the assigned courses in the program</li></ul>

**Description of Scoring Scale**

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**2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.

**3 = Acceptable**

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

**Overall Score of Indicator 1.3:**

Program faculty is qualified to teach their assigned courses.

**SCORE:**

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

**2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field experiences and on the Florida Teacher Certification Examinations throughout the continued approval period.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Candidate evidence of attainment of the Florida Educator Accomplished Practices is assessed and data are collected throughout the continued approval period.</p>	<p><b>The following criteria must be included to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place to collect data at the individual and program level at a minimum of two points: one point prior to field experience and mastery at program completion on the FEAPs and the <i>Professional Education Competencies and Skills for Teacher Certification</i>.</li> <li><input type="checkbox"/> A formal process for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program is articulated.</li> </ul>	<p><b><u>APEP Report:</u></b></p> <p>A narrative is provided that describes the assessment system that is used for collecting data both at the candidate and program levels, as well as two assessment points where data is collected prior to program completion and upon program completion. Evidence must be provided that feedback is given to the candidates as they progress through the program.</p> <p><b><u>Summary Report:</u></b></p> <p>A narrative is provided that describes the assessment system that is used for collecting data both at the candidate and program levels, as well as two assessment points where data is collected prior to program completion and upon program completion. Data collected on candidate performance on the FEAPs is provided for the continued approval period.</p> <p>A flowchart that illustrates process of how the data is collected on the FEAPs and the Professional Education Competencies and Skills, including staff, data sources and flow of data, is included.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data reports both at the individual and program level</li> <li>▪ Candidate work samples with feedback</li> </ul>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

**2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field experiences and on the Florida Teacher Certification Examinations throughout the continued approval period.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>b. Candidate evidence of attainment of the Reading Competency 2 is collected throughout the continued approval period.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A formal process is in place to collect data at the individual and program level on mastery of the Reading Competency 2 required for the specific program.</li> <li><input type="checkbox"/> A formal process for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program is articulated.</li> </ul>	<p><b><u>APEP Report:</u></b> A narrative is provided that describes how data is collected on candidate performance both at the individual and program levels on Reading Competency 2.</p> <p><b><u>Summary Report:</u></b> A narrative is provided that describes how data is collected on candidate performance both at the individual and program levels on Reading Competency 2. Data collected on candidate performance both at the individual and program levels for the continued approval is included.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Candidate's work samples are provided with feedback included</li> </ul>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

**2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field experiences and on the Florida Teacher Certification Examinations throughout the continued approval period.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>c. Pass rates on the Professional Education portion of the Florida Teacher Certification Examinations are collected throughout the continued approval period.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A system is in place to collect data on candidate performance on the Professional Education portion of the Florida Teacher Certification Examination.</li> <li><input type="checkbox"/> Pass rates for the continued approval period are included.</li> </ul>	<p><b><u>APEP Report:</u></b> A narrative is provided that describes how data is collected on candidate performance both at the individual and program levels on the Professional Education portion of the FTCEs. Pass rates for the Professional Education portion of the FTCE for completers for the entire continued approval period should also be included.</p> <p><b><u>Summary Report:</u></b> A narrative is provided that describes how data is collected on candidate performance both at the individual and program levels on the Professional Education portion of the FTCEs. Pass rates for the Professional Education portion of the FTCE for completers for the continued approval period should also be included.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Individual and program pass rates on the Professional Education portion of the FTCE are reviewed.</li> </ul>

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

**2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field experiences and on the Florida Teacher Certification Examinations throughout the continued approval period.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>d. Evidence of students' eligibility for temporary certification is collected and maintained throughout the continued approval process.</p>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A system is in place to collect and maintain data on candidates' eligibility for temporary certification throughout the program.</li> </ul>	<p><b><u>APEP Report and Summary Report:</u></b> A narrative is provided that describes how data is collected and maintained on candidates' eligibility for temporary certification.</p> <p><b><u>Supporting Data for Site Visit:</u></b></p> <ul style="list-style-type: none"> <li>▪ Random selection of educational plans, student files, etc.</li> </ul>
<p><b><u>Description of Scoring Scale</u></b></p> <p><b>1 = Unacceptable</b> Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.</p> <p><b>2 = Needs Improvement</b> Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.</p> <p><b>3 = Acceptable</b> Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.</p>		<p><b><u>Overall Score of Indicator 2.1:</u></b> Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected from coursework, field/clinical experiences and on the Florida Teacher Certification Examinations.</p> <p><b><u>SCORE:</u></b></p>

## Standard 2. Candidate Performance

The approved program implements processes to ensure continuous program improvement.

### 2.2 Candidates demonstrate impact on P-12 student learning based on student achievement data during field experiences.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Candidates demonstrate impact on P-12 student learning based on student achievement data during field experiences.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The results of impact on P-12 learning within the field experience for the continued approval period.</li> </ul>	<p><b><u>APEP Report:</u></b> A narrative is provided that describes how the data is collected for determining impact on P-12 student learning during the field experience.</p> <p><b><u>Summary Report:</u></b> A narrative is provided that describes the data collected and the results of that data for the entire continued approval period.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of impact on P-12 learning in first year of teaching</li> </ul>
<p><b><u>Description of Scoring Scale</u></b></p> <p><b>1 = Unacceptable</b> Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.</p> <p><b>2 = Needs Improvement</b> Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.</p> <p><b>3 = Acceptable</b> Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.</p>		<p><b><u>Overall Score of Indicator 2.2:</u></b> Candidates demonstrate impact on P-12 student learning based on student achievement data during field experiences.</p> <p><b><u>SCORE:</u></b></p>

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.1 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including longitudinal retention and rehire rates for program completers after the first year of teaching.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative discusses the results of the data collected on employer satisfaction as it impacts continuous program improvement. The following must be provided:</p> <ol style="list-style-type: none"> <li>1. Copy of the employer satisfaction survey given to employers one year after candidates complete the program, if institution chooses to use their own.</li> <li>2. Summary of data from employer satisfaction surveys and how they impact continuous program improvement.</li> <li>3. Percentage of completers employed in Florida public schools the first year following program completion.</li> <li>4. Longitudinal retention rates for 5 years.</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A system is in place to collect data on satisfaction of employers with the level of preparedness of completers.</li> <li><input type="checkbox"/> A copy of the employer satisfaction survey is included, if the institution chooses to use its own.</li> <li><input type="checkbox"/> A system is in place to collect data on retention rates for program completers after the first year of teaching.</li> <li><input type="checkbox"/> Percentages of completers employed in Florida public schools the first year following program completion for the continued approval period are included.</li> <li><input type="checkbox"/> Longitudinal retention rates for completers for the continued approval period are included.</li> </ul>	<p><b><u>APEP Report:</u></b></p> <p>A narrative is provided that describes how data is collected on employer satisfaction, percentage of completers employed in Florida public schools the first year following program completion, and longitudinal retention rates. The percentage of completers employed in Florida schools for the school years and the retention rates for completers during the continued approval period for is included (if applicable).</p> <p><b><u>Summary Report:</u></b></p> <p>A narrative is provided that describes how data is collected on employer satisfaction, longitudinal retention rates, and percentages of completers employed the first year following program completion. The longitudinal retention rates for five years and percentages of completers employed the first year following program completion for the continued approval period are also included.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of employer satisfaction survey data for entire continuing approval period</li> <li>▪ Results of retention data for entire continuing approval period</li> <li>▪ Percentage of completers employed in Florida public schools the first year following completion</li> <li>▪ Copy of the employer satisfaction survey</li> </ul>

**Description of Scoring Scale**

**1 = Unacceptable**

Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.

**2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.

**3 = Acceptable**

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

**Overall Score of Indicator 3.1:**

Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including longitudinal retention and rehire rates for program completers after the first year of teaching.

**SCORE:**

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.2 Program completers indicate satisfaction with the level of preparedness for the first year of teaching after completion of the program.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative discusses the results of the data collected on completer satisfaction as it impacts continuous program improvement.</p> <ol style="list-style-type: none"> <li>1. Copy of survey given to program completers one year after completion of program, if DOE's survey is not used.</li> <li>2. Summary of data from survey results.</li> </ol>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Results of completer satisfaction survey data for the continued approval period, if applicable.</li> <li><input type="checkbox"/> Copy of the completer satisfaction survey or other data instruments, if applicable.</li> </ul>	<p><b><u>APEP Report:</u></b> A narrative is provided that describes how data is collected on the number of candidates surveyed. Results of completer satisfaction survey data for the school years during the continuing approval period should also be included (if applicable)</p> <p><b><u>Summary Report:</u></b> A narrative is provided that describes the data collected and the results of that data for the entire continued approval period.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Results of completer satisfaction survey data for entire continuing approval period.</li> <li>▪ Copy of the completer satisfaction survey along with any changes in surveys documented and explained.</li> </ul>
<p><b><u>Description of Scoring Scale</u></b></p> <p><b>1 = Unacceptable</b> Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.</p> <p><b>2 = Needs Improvement</b> Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.</p> <p><b>3 = Acceptable</b> Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.</p>		<p><b><u>Overall Score of Indicator 3.2</u></b> Program completers indicate satisfaction with the level of preparedness for the first year of teaching after completion of the program.</p> <p><b><u>SCORE:</u></b></p>

**Standard 3. Continuous Improvement**

The approved program implements processes to ensure continuous program improvement.

**3.3 Number of candidates admitted, enrolled, and completed are collected and reviewed on an annual basis.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. Number of candidates admitted to the program and completing the program are collected and reviewed on an annual basis.</p>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A system is in place to collect data on the number of candidates admitted, enrolled, and completing the program.</li> <li><input type="checkbox"/> The number of candidates admitted, enrolled, and completing the program for the continued approval period is provided.</li> </ul>	<p><b><u>APEP Report:</u></b> A narrative is provided that describes how data is collected on the number of candidates admitted, enrolled, and completed. The number of candidates admitted in the program for the continued approval period should also be included.</p> <p><b><u>Summary Report:</u></b> A narrative is provided that describes how data is collected on the number of candidates admitted, enrolled and completed. The number of candidates admitted, enrolled, and completing the program for the continued approval period should also be included.</p> <p><b><u>Supporting Data for Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Admitted, enrolled, and completed files from the Florida Department of Education</li> <li>▪ Advising sheets</li> <li>▪ Random selection of CT-133 forms submitted</li> </ul>
<p><b><u>Description of Scoring Scale</u></b></p> <p><b>1 = Unacceptable</b> Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.</p> <p><b>2 = Needs Improvement</b> Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.</p> <p><b>3 = Acceptable</b></p>		<p><b><u>Overall Score of Indicator 3.3</u></b> Number of candidates admitted, enrolled, and completed are collected and reviewed on an annual basis.</p> <p><b><u>SCORE:</u></b></p>

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

#### 3.4 Candidates demonstrate impact on P-12 student learning based on student achievement data during the first years of teaching following completion of the program.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
a. Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching following completion of the program.	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> The results of impact on P-12 learning during the first years of teaching following completion of the program.</li><li><input type="checkbox"/> The description of how the institution has determined to evaluate impact on p-12 learning based on district/school/state assessments.</li></ul>	<p><u>APEP Report:</u> A narrative that describes how the data is collected for determining impact on P-12 student learning during the first years of teaching following completion of the program. <b>Please note: Institutions may determine how impact on P-12 learning based on student achievement data will be evaluated.</b></p> <p><u>Summary Report:</u> A narrative is provided that describes the data collected and the results of that data for the entire continued approval period.</p> <p><u>Supporting Data for the Site Visit Exhibit Room:</u></p> <ul style="list-style-type: none"><li>▪ Results of impact on P-12 learning in first year of teaching</li></ul>

<p><u>Description of Scoring Scale</u></p> <p><b>1 = Unacceptable</b></p> <p>Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.</p> <p><b>2 = Needs Improvement</b></p> <p>Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.</p> <p><b>3 = Acceptable</b></p> <p>Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.</p>	<p><u>Overall Score of Indicator 3.4:</u></p> <p>Candidates demonstrate impact on P-12 student learning based on student achievement data during the first years of teaching following completion of the program.</p> <p><u>SCORE:</u></p>
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### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

**3.5 Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on all examinations required for teacher certification.**

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative discusses the results of the annual evaluation process (e.g. APEP, institutional and/or programmatic reports and evaluations) including strengths and weaknesses and how changes have been discussed and implemented. The following elements must be included:</p> <ol style="list-style-type: none"> <li>1. Composition (positions of the members, e.g. Asst. Dean, program coordinator) of the team involved in the data analysis and recommendations for programmatic change.</li> </ol>	<p>The following criteria must be met to receive a rating of <b>Acceptable</b>:</p> <ul style="list-style-type: none"> <li>☐ A description of the team members involved in data analysis and decision-making process at the program level.</li> </ul>	<p><u><b>APEP Report and Summary Report:</b></u></p> <p>A narrative is provided describing the team members involved in data analysis and decision-making process at the program level.</p> <p><u><b>Supporting Data for the Site Visit Exhibit Room:</b></u></p> <ul style="list-style-type: none"> <li>▪ Minutes from meetings</li> <li>▪ Programmatic changes made and results of those changes</li> </ul>

<p>2. Summary of data analysis from Standards 2 and 3.1-3.4 and a description of how it is used for program improvement. The following must be included:</p> <ol style="list-style-type: none"> <li>a. Admission and completion data</li> <li>b. Candidate performance data on state mandated requirements, including Florida Educator Accomplished Practices, Competencies and Skills for Professional Education (most recent edition), Reading Competency 2 and successful strategies for improving reading for low-performing readers.</li> <li>c. Pass rates on all three Florida Teacher Certification Examinations</li> <li>d. Impact on P-12 student learning</li> <li>e. Employer satisfaction, including percentage of completers employed in Florida public schools the first year following program completion and longitudinal retention rates in the classroom</li> <li>f. Program Completer satisfaction results</li> </ol>	<p><b>The following criteria must be met to receive a rating of Acceptable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A description of how elements a-f will be used in decision-making process.</li> <li><input type="checkbox"/> Description of how data analysis was used to inform programmatic decisions for entire continuing approval period.</li> </ul>	<p><b><u>APEP Report:</u></b></p> <p>A narrative is provided describing how decisions are made based on the analysis of the data collected on the criteria in Standards 1, 2, and 3. A description of improvements that will be made in the next school year based on the results of internal evaluations determined in previous year(s) should also be included.</p> <p><b><u>Summary Report:</u></b></p> <p>A narrative is provided describing how decisions are made based on the analysis of the data collected on the criteria in Standards 1, 2, and 3. A narrative is provided that describes the summary of data analysis and how it was used to inform programmatic decision for entire continuing approval period.</p> <p><b><u>Supporting Data for the Site Visit Exhibit Room:</u></b></p> <ul style="list-style-type: none"> <li>▪ Data analysis of admission and completion data</li> <li>▪ Data analysis of candidate performance data on state-mandated requirements: <ol style="list-style-type: none"> <li>1. FEAPs</li> <li>2. Reading Competency 2</li> <li>3. Professional Education Competencies and Skills</li> </ol> </li> <li>▪ Pass rate data on all portions of FTCE for continued approval period</li> <li>▪ Data analysis on impact on P-12 student learning <ol style="list-style-type: none"> <li>1. Reports of data on impact of P-12 learning in field experiences/student teaching</li> <li>2. Reports of data on impact of P-12 learning during first year of teaching</li> </ol> </li> <li>▪ Data analysis of employer satisfaction, longitudinal retention rates <ol style="list-style-type: none"> <li>1. Results of employer satisfaction survey data for entire continuing approval period</li> <li>2. Results of retention data for entire continuing approval period</li> <li>3. Percentage of completers employed in Florida public schools the first year following program completion for the entire continuing approval period</li> </ol> </li> <li>▪ Data analysis of completer satisfaction <ol style="list-style-type: none"> <li>1. Results of completer satisfaction survey data for entire continuing approval period</li> </ol> </li> </ul>
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Description of Scoring Scale

**1 = Unacceptable**

Most of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is frequently inadequate or not provided either in interviews or documentation.

**2 = Needs Improvement**

Some of the evidence presented is unclear and/or inappropriate. The explanation of how the criteria are met is sometimes inadequate or not provided in interviews and documentation.

**3 = Acceptable**

Most of the evidence presented is clear and appropriate. The explanation of how the criteria are met is mostly adequate and provided in interviews and documentation.

Overall Score of 3.5

Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on all examinations required for teacher certification.

SCORE:

**Description of Overall Scoring:**

*(Weighted criteria are 1.1, 2.1, and 3.5. All other criteria are referred to as un-weighted.)*

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

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

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

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

To earn **Unacceptable (Denied):**

- A score of 1 in any weighted criteria
- Three or more scores of 1 in any criteria
- A score of 2 in all weighted criteria
- More than four scores below 3 across all three standards