

III. b. i. Continued Approval Standards with Reporting Requirements

Standard 1. Core Curriculum Content The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.		
Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Presented On Site
1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.	Planned sequence of assessments for student performance on the uniform core curriculum content and competencies demonstrated in field/clinical experiences are reviewed at the program level through benchmarks, course grades, etc. <ul style="list-style-type: none"> ▪ Progress on core curricular content will be reported at two points in the candidate's program. <ol style="list-style-type: none"> 1. Institutions will choose a "benchmark" for reporting percent of candidates demonstrating FEAPs at benchmark prior to student teaching/internship 2. Institutions will report percent of candidates demonstrating at least 2.5 GPA in courses aligned with core curriculum and other state mandates (Uniform Core Curriculum) prior to student teaching/internship ▪ Institution chooses publication process 	<p><i>Note: Some documents will have to be required on site while others may be requested or used as possible evidence for further review by the team</i></p> <ul style="list-style-type: none"> ▪ IPEP Reports (required) ▪ Summary document (required) ▪ Matrices revised since initial approval (required to show implementation of the new standards) ▪ Advising sheets/catalogs, student teaching handbook, institution websites ▪ Student, faculty, and district personnel interviews ▪ Review of syllabi based upon IPEP data ▪ Published document describing qualitative and quantitative requirements for initial educator preparation program completion are revised as necessary

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.

Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Presented On Site <i>Note: Some documents will have to be required on site while others may be requested or used as possible evidence for further review by the team</i>
2. *Field/clinical sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	Annual data for diversity of placement of students in field/clinical experiences. <ul style="list-style-type: none"> ▪ Post-placement data with a minimum of three (3) placements: one placement being student/teaching internship 	<ul style="list-style-type: none"> ▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel interviews
3. Faculty meet state-mandated requirements for supervision of field/clinical experiences	List (roster) of faculty members who are responsible for "supervision" of field/clinical experiences. Records are kept on faculty requirements; baseline faculty data entered into IPEP and only changes are documented annually. <ul style="list-style-type: none"> ▪ FL Professional Certificate, ▪ Previous Clinical Supervision Training, or ▪ 3 Years successful teaching experience 	<ul style="list-style-type: none"> ▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel interviews ▪ Review of vitae based upon IPEP data

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<p>4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.</p>	<p>Data for verification of clinical educator training of school district personnel. Records are kept verifying school district personnel meet requirements for cooperating teachers. Information will be attached to the candidate's record. Information will be attached to the candidate's record, rather than the "supervision" piece of the IPEP.</p>	<p><i>Note: Some documents will have to be required on site while others may be requested or used as possible evidence for further review by the team</i></p> <ul style="list-style-type: none"> ▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel interviews
		<ul style="list-style-type: none"> ▪

Standard 2. Candidate Competency

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

Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Presented On Site
<p>1. Each program consistently applies state-mandated admission requirements.</p>	<p>Summer, Fall and Spring = academic year</p> <p>Admission and enrollment data will be collected including the following :</p> <ul style="list-style-type: none"> ▪ Number entering program and admission point ▪ Number enrolled in program from year to year ▪ Number meeting admission requirements ▪ Number entering under 10% waiver ▪ Remediation for students admitted under 10% waiver <p><u>Admitted</u> – meeting all state-mandated admission requirements</p> <p><u>Enrolled</u> –those who are fully admitted and are continuing to be enrolled</p> <p>TEP data from FLBOG; CC; private institutions enter data online</p>	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Summary results of students utilizing waiver including competency demonstration, retention in and completion of the program

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<p>2. Candidate evidence of attainment of Uniform Core Curricular content is assessed and data is collected from coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.</p> <p>Note: These standards reflect data collection practices rather than analysis.</p>	<p>Data are collected on assessments for student performance on the core curriculum content and competencies in field/clinical experiences and initial teaching experiences.</p> <p>Reporting point –Mastery</p> <ul style="list-style-type: none"> ▪ Final assessment of Uniform Core Curriculum, including FEAPs, Competencies and Skills for Teacher Certification, reading literacy and computational skills acquisition; classroom management; school safety; professional ethics; educational law; human development and learning, understanding of the Sunshine State Standards, reading and interpretation of data, and use of data to improve student achievement, and ESOL ▪ Institution determines benchmark(s) <p>Standard Reports must be used for 90% passing scores on FTCE</p> <ul style="list-style-type: none"> ▪ Standard Report (FLDOE), Title II data ▪ FTCE pass rates aggregated by program and by Unit <p>Documentation of remediation given to those students who were unable to demonstrate these competencies is provided</p> <ul style="list-style-type: none"> ▪ Summary description of remediation efforts 	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel interviews ▪ Candidate data sources

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<p>3. Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences and during the first year of teaching.</p>	<p>Annual data are collected and aggregated by program of</p> <ul style="list-style-type: none"> ▪ Summative data on impact on P-12 learning during clinical/field experiences <p>Data collection of candidate's impact on P-12 learning during the first year of teaching</p> <ul style="list-style-type: none"> ▪ Data Collection of candidate's impact on P-12 learning using FCAT and/or other assessments created over time 	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel interviews ▪ Candidate data sources
<p>4. The program documents the assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching.</p>	<p>Documentation of assistance and results of assistance provided to program completers who did not meet employer satisfaction in their first two years of teaching, as requested by school district.</p> <ul style="list-style-type: none"> ▪ Description of assistance 	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel interviews ▪ Candidate data sources

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Criterion for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Presented On Site
1. The program remains responsive to the needs of the state and districts served.	<ul style="list-style-type: none"> ▪ Unified list of needs across institutions ▪ Description of responsiveness to needs and changes made based on district/state needs (narrative format) 	Summary document and IPEP including the following: <ul style="list-style-type: none"> ▪ Input from service area partners ▪ State level teacher quality/workforce data ▪ Student achievement data ▪ Program use of faculty experience data ▪ Current research
2. Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the rehire rates of program completers and length of stay in the classroom.	Annual internal analysis of employer satisfaction with level of preparedness the first year of teaching and rehire rates aggregated by program. <ul style="list-style-type: none"> ▪ Analysis of data ▪ Survey results (Need unified COE/DOE survey)	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel interviews
3. Program completers indicate satisfaction with the level of preparedness for the first year of teaching.	Annual internal analysis of completer satisfaction survey data as described in the IPEP and other data collected by the individual institution. <ul style="list-style-type: none"> ▪ Analysis of data ▪ Survey results (Need unified COE/DOE survey)	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel interviews.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

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<p>4. Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.</p>	<p>Yearly executive summary of institution performance based on IPEP data</p> <ul style="list-style-type: none"> ▪ Document improvements that have been made as a result of internal evaluation ▪ Results of recent faculty experiences in P-12 setting are documented <p>Describe continuous improvement based upon data collected.</p> <ul style="list-style-type: none"> ▪ Summary document 	<ul style="list-style-type: none"> ▪ Summary document (required) ▪ IPEP Reports (required) ▪ Faculty interviews