

Initial Approval Standards with Reporting Requirements

Standard 1. Core Curriculum Content		
The curriculum content delivered in each program submitted for review includes the Uniform Core Curriculum and all other state-mandated requirements.		
Criteria for Initial Program Approval	Anticipated IPEP Reporting Requirements and Implementation Process	Possible Evidence/Data Sources Presented in Folios Submitted
1. Curriculum content is aligned with the Uniform Core Curriculum and a process is established to ensure consistent delivery in coursework and in field/clinical experiences.	<p><u>Implementation:</u> A planned sequence of assessments for student performance on the uniform core curriculum content demonstrated in field experiences and student teaching/internship is established and articulated at the program level through benchmarks, course grades, etc.</p> <p><u>Anticipated IPEP Reporting Requirements:</u> Core curricular content will be reported at two points in the candidate's program.</p> <ol style="list-style-type: none"> 1. Institutions will choose a "benchmark" for reporting candidates' GPA in "content courses" prior to student teaching 2. Report SAE at completion of program 	<ul style="list-style-type: none"> ▪ Matrices/Charts/Curriculum maps submitted with folio reflect where the appropriate competencies and skills are covered in coursework and assessments shown in syllabi (required) ▪ Advising sheets/catalogs; student teaching handbook, institutional websites ▪ Student teaching internship/internship evaluation forms ▪ Review of syllabi ▪ Student, faculty, and district personnel interviews during initial site visit
2. Field/clinical experiences must be provided throughout the program so that candidates will be prepared to teach students from diverse cultures and of varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	<p><u>Implementation</u> A plan for showing how diversity in placement of students is documented.</p> <p><u>Anticipated IPEP Reporting Requirements:</u> Post-placement data with a minimum of 3 placements, including one placement being student teaching/internship</p>	<ul style="list-style-type: none"> ▪ Description of diversity requirement indicated in folio

Standard 1. Core Curriculum Content

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

Criteria for Initial Program Approval	Anticipated IPEP Reporting Requirements and Implementation Process	Possible Evidence/Data Sources Presented in Folios Submitted
<p>3. Program faculty are qualified to teach their assigned courses and meet state-mandated requirements for supervision of field/clinical experiences.</p>	<p><u>Implementation:</u> A description of the method that will be used for verifying faculty qualifications for supervision is described, via the following documents:</p> <ul style="list-style-type: none"> • Florida Professional Teaching Certificate • Completion of Clinical Supervision Training • 3 Years of successful teaching experience <p><u>Anticipated IPEP Reporting Requirements:</u> List of faculty members who are responsible for supervision. New supervisory faculty are added.</p>	<ul style="list-style-type: none"> ▪ Review of faculty vitae and course assignments
<p>4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.</p>	<p><u>Implementation</u> A description of how the institution will use to verify clinical educator training and successful teaching experience is documented.</p> <p><u>Anticipated IPEP Reporting Requirements:</u> Information will be attached to the candidate's record, rather than the "supervision" piece of the IPEP.</p>	<ul style="list-style-type: none"> ▪ Copy of Clinical Education Training being successfully completed via certificate, or any other official documentation

Standard 2. Candidate Competency

Each candidate in the submitted program for review will demonstrate all competencies identified in Statute and Rule.

Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Presented in Folios Submitted and On-Site
<p>1. Each program consistently applies state-mandated admission requirements.</p>	<p><u>Implementation:</u> Systems are in place to monitor and track admission data including the following:</p> <ul style="list-style-type: none"> ▪ Number entering program and admission point ▪ Number enrolled in the college by program and when they were admitted ▪ Number enrolled in program from year to year ▪ Number meeting admission requirements ▪ Number entering under 10% waiver <p><u>Admitted</u> - meeting all state mandated admission requirements. <u>Enrolled</u> - those who are fully admitted and are continuing to be enrolled</p> <p>A plan to remediate those students who are under the 10% waiver is articulated</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ Number entering program and admission point ▪ Number enrolled in the college by program and when they were admitted ▪ Number enrolled in program from year to year ▪ Number meeting admission requirements ▪ Number entering under 10% waiver ▪ Documentation of assistance for those entering under 10% waiver is provided. 	<ul style="list-style-type: none"> ▪ Summary document ▪ Description and location of admission requirements in institutional documents are included in folio

Standard 2. Candidate Competency

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Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Presented in Folios Submitted and On-Site
<p>2. Indicators, methods and processes have been established to assess and collect data on candidates on the attainment of Uniform Core Curricular content in coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.</p>	<p><u>Implementation:</u> A plan for collecting data on assessments within and across programs for student performance on 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, ESOL, and remediation given to students who were unable to demonstrate competencies is articulated and described.</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ Student demonstration of the FEAPs prior to student teaching and after student teaching aggregated by program ▪ Demonstration of competencies and skills ▪ Pass rates on FTCE subject area examination by program ▪ Standard Reports ▪ Documentation of remediation given to those students who were unable to demonstrate these competencies is provided 	<ul style="list-style-type: none"> ▪ Summary document ▪ Description of how candidate's data sources will be maintained is included in folio submitted ▪ Student, faculty, and district personnel interviews during initial site visit
<p>3. Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data within field/clinical experiences and during the first year of teaching</p>	<p><u>Implementation:</u> A plan for assessing candidate's impact on P-12 learning based on student achievement data within field/clinical experiences and during the initial year of teaching.</p> <p><u>Anticipated IPEP Reporting Requirements</u> Annual data is collected and aggregated by program of</p> <ul style="list-style-type: none"> ▪ Summative data on impact on P-12 learning using FCAT or other available assessments 	<ul style="list-style-type: none"> ▪ Summary document ▪ Description and/sample of survey ▪ A copy of the employer satisfaction survey is included in the folio ▪ Student, faculty, and district personnel interviews during initial site visit

Standard 2. Candidate Competency
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Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Presented in Folios Submitted and On-Site
4. The program has developed a process to provide 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><u>Implementation:</u> Documentation of assistance and results of assistance provided to program completers who will not meet employer satisfaction in their first two years of teaching, as requested by school district, will be described</p> <p><u>Anticipated IPEP Reporting Requirements</u> 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 in narrative form</p>	<ul style="list-style-type: none"> ▪ Summary document ▪ A sample remediation plan is included in the folio ▪ Student, faculty, and district personnel interviews

Standard 3. Continuous Improvement

The program submitted for review plans for the implementation process to ensure that continuous program improvement is made once program is approved.

Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Presented in Folios Submitted and On-Site
<p>1. The program philosophy and objectives take into account the needs of the state and districts served.</p>	<p><u>Implementation:</u> Description of responsiveness to the needs is documented.</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ Unified list of needs across institutions ▪ Changes made based on district/state needs in narrative form 	<p>A description of the following is included in the folio submitted:</p> <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
<p>2. A process has been established to determine employer satisfaction with the level of preparedness of program completers for the first year of teaching after the first year of teaching, including the rehire rates of program completers.</p>	<p><u>Implementation:</u> Description of the process of determining employer satisfaction with level of preparedness of the first year of teaching, including rehire rates is documented.</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ Unified survey will be created 	<ul style="list-style-type: none"> ▪ Summary document
<p>3. A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of teaching after the first year of teaching.</p>	<p><u>Implementation:</u> Description of the process of determining completer satisfaction with level of preparedness of the first year of teaching is articulated/.</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ Unified survey will be created 	<ul style="list-style-type: none"> ▪ Copy of completer satisfaction survey ▪ Summary document
<p>4. A process for decision making for continuous improvement is articulated based on state-mandated requirements.</p>	<p><u>Implementation:</u> A description of the process of decision-making using collected data within and across programs will be included.-</p> <p><u>Anticipated IPEP Reporting Requirements:</u></p> <ul style="list-style-type: none"> ▪ An annual executive summary of institutional performance based on data from the IPEP will be submitted. 	<ul style="list-style-type: none"> ▪ Employer satisfaction survey is included in the folio ▪ Summary document