

Initial Approval Standard Guidelines

<p>Standard 1. Core Curriculum Content</p> <p>The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p>1.1 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>		
<p>In order to fully demonstrate that approved programs meet requirements for <u>Standard One</u>, the following elements of the Uniform Core Curriculum must be addressed and assessed throughout each state approved program. Assessments are documented in syllabi, modules, and coursework. A curriculum map/matrix/or chart for each program reflecting where the appropriate elements are covered throughout the curriculum must be provided. The following elements must be included:</p> <ul style="list-style-type: none"> • Florida Educator Accomplished Practices (FEAPs)/<i>Professional Education Competencies and Skills for Teacher Certification (PECs)</i> • <i>Subject Area Competencies and Skills for Teacher Certification, (Current Edition)</i> • ESOL Performance Standards and <i>ESOL Competencies and Skills for Teacher Certification, (Current Edition)</i> • Reading Endorsement Competencies • Additional Elements of the Uniform Core Curriculum 		
<p>A. The Florida Educator Accomplished Practices at the pre-professional level and Professional Education Competencies and Skills</p> <p>Note: A crosswalk of the FEAPs and the associated PECs to which they are related is provided and <u>may</u> be used so that when each FEAP is assessed at least twice as described in this document; the corresponding PECs are considered assessed, as well. The two remaining PECs,</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution documents that the intent of each FEAP/PEC is fully addressed through at least two defined candidate performance measures with identified assessments. <input type="checkbox"/> Assessments allow for candidates to demonstrate increasing levels of proficiency: <ol style="list-style-type: none"> 1. A description and/or examples of those assessments that will evaluate performance measures are provided. 2. A clear alignment is shown between the performance measure, the assessment/critical task, and assessment criteria. <p>Folios submitted for stand-alone endorsement programs and folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not address this</p>	<p><u>Documentation in Folio Submission:</u></p> <p>A matrix is provided that includes a full description of the assessment/activity and course title for each FEAP/PEC. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> • Title of Activity/Assessment • Performance measure/Indicator that is being assessed • Purpose/description of activity or assessment • Instrument used, i.e. rubric, examination,

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<p>ESOL and Foundations of Education, are covered in sections C and F, respectively of criterion 1.1.</p>	<p>requirement. (1.1.A)</p>	<p>feedback form, etc.</p> <ul style="list-style-type: none"> • Sample rubrics or assessment criteria for tasks should be provided. <p>Syllabi that clearly articulate the link between tasks/assessments and the performance measures/indicators to be assessed may be included, but are not required.</p>
<p>B. <u>Subject Area Competencies and Skills for Teacher Certification, Most Recent Edition</u></p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <p>For those programs that have competencies assessed within education coursework, the following must be shown:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A narrative description and/or summary plan of how the competencies will be assessed. <input type="checkbox"/> Indicators under each competency must be addressed in coursework. <input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination. <p>For those programs that have competencies assessed outside of education coursework, the following must be shown:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Indicators under each competency must be addressed in coursework. <input type="checkbox"/> Course titles, course numbers and a description of general education core courses and/or upper division courses that are used to demonstrate competencies and the required level of performance in the courses are provided. <input type="checkbox"/> The course sequence of upper division subject area courses, along with course title, number and descriptions, that address higher level subject area knowledge and the required level of performance in the 	<p><u>Documentation in Folio Submission:</u></p> <p>For all programs that assess competencies within education courses, the following must be included:</p> <p>The matrix must include the following:</p> <ul style="list-style-type: none"> • Title of Activity/Assessment • Competency that is being assessed • Purpose and description of activity or assessment • Instrument used, i.e. rubric, examination, feedback form, etc. <p>Syllabi that clearly articulate the link between tasks/assessments and the performance measures/indicators to be assessed may be included, but are not required. A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p>For programs that assess competencies in general education courses the following must be</p>

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	<p>courses are provided.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination. <p>For master's level programs in middle and secondary content areas and other K-12 certification areas, such as Art, Music, and Physical Education that are initial certification, the <i>Subject Area Competencies and Skills for Teacher Certification</i> may be assessed the following ways:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A passing grade in undergraduate/graduate courses that may demonstrate those specific competencies upon admission; or a passing score on the Subject Area portion of the Florida Teacher Certification Examination earned prior to admission. <input type="checkbox"/> Mastery at program completion through a passing score on the Subject Area portion of the Florida Teacher Certification Examination (if not already taken for admission). <p>For stand-alone ESOL endorsement programs, the ESOL Performance Standards and ESOL <i>Subject Area Competencies and Skills</i> must be assessed the following ways in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution documents that the intent of the competency is fully addressed through defined candidate performance measures with identified assessments. <input type="checkbox"/> A description and/or examples of those assessments that will evaluate performance measures are provided. <input type="checkbox"/> A clear alignment is shown between the competency, the assessment/critical task, and assessment criteria. <p>All other stand-alone endorsement areas must assess the certification areas the following ways in order to receive a rating of</p>	<p>included:</p> <p>Course descriptions are provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the <i>Subject Area Competencies and Skills</i>. A description must be included of the process through which the program reviews course grades and performance levels required for demonstration of the <i>Subject Area Competencies and Skills</i>.</p> <p>A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p>For programs that assess competencies in upper division education courses the following must be included:</p> <p>A course sequence of all upper division courses is provided. Course descriptions are also provided (either through course catalog or syllabi) of all required courses that demonstrate coverage of the <i>Subject Area Competencies and Skills</i>. A description must be included of the process through which the program reviews course grades and performance levels required for demonstration of the <i>Subject Area Competencies and Skills</i>.</p> <p>A curriculum map/chart/matrix is provided that indicates where each competency and its indicators are addressed.</p> <p>For master's level programs in middle and secondary content areas and other K-12 certification areas, such as Art, Music, and Physical Education that are initial certification, the</p>
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	<p>Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution documents that the intent of each competency of the endorsement area is fully addressed through defined candidate performance measures with identified assessments. <input type="checkbox"/> A description and/or examples of those assessments that will evaluate performance measures are provided. <input type="checkbox"/> A clear alignment is shown between the competency, the assessment/critical task, and assessment criteria. <p>Stand-alone Reading Endorsements should complete the requirements found in 1.1.E Reading Competencies.</p>	<p><i>Subject Area Competencies and Skills for Teacher Certification may be assessed the following ways:</i></p> <p>For all master's level programs that require completion of undergraduate coursework and/or a passing score on the Subject Area Examination prior to admission, a description of how students are meeting the <i>Subject Area Competencies and Skills</i> is included. A description is provided that indicates how the program reviews course grades and performance levels required for demonstration of the <i>Subject Area Competencies and Skills</i>.</p>
<p>C. ESOL Requirements for State-Approved Programs (see Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs)</p> <ol style="list-style-type: none"> 1. For programs with an infused ESOL endorsement: <ol style="list-style-type: none"> a. ESOL-specific courses b. Solid grounding in ESOL through infused courses 2. ESOL requirements for all other programs <ol style="list-style-type: none"> a. Survey course 	<p>For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-K/Primary Education, the following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> For each performance standard/competency, alignment is clear among the competency, the task and the assessment criteria. <input type="checkbox"/> The course sequences and descriptions must reflect requirements in Preparing Teachers to Work With Limited English Proficient Students (September 2001) which includes the ESOL Performance Standards and <i>Subject Area Competencies and Skills for ESOL</i>. <input type="checkbox"/> Field experience(s) working with ELLs (not just observation) is required. <p>For all other programs, the following must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The survey course must provide an introductory level grounding of all of the ESOL Performance Standards. 	<p><u>Documentation in Folio Submission:</u></p> <p>For programs in Elementary Education, English (6-12), Middle Grades English (5-9), Exceptional Student Education, and Pre-K/Primary Education:</p> <p>The matrix used to show where the ESOL/ELL Performance Standards must include a 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"> • Title of Activity/Assessment • Competency being assessed • Purpose and description of activity or assessment • Instrument used, i.e. rubric, examination, feedback form, etc. <p>For all other programs:</p>

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		A description of the course and course activities or a course syllabus with that information may be provided.
<p>D. Knowledge and understanding of Next Generation Sunshine State Standards</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Next Generation Sunshine State Standards are addressed in student lesson plans used in field experiences and student teaching. <p>All other stand-alone endorsement programs, besides the stand-alone and infused Reading Endorsement, do not address this requirement.</p>	<p><u>Documentation in Folio Submissions:</u></p> <p>A narrative is provided that addresses in what critical tasks/assessments/lesson plan template the Next Generation Standards are addressed.</p>
<p>E. Reading matrix, including the following:</p> <p>Please note: Reading Competencies 1-5 must be addressed for elementary education, pre-kindergarten/primary, and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the Florida Reading Endorsement Alignment Matrix). Reading Competency 1 & 2 must be addressed for secondary education programs, and all other K-12 programs that are not primary literacy providers.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabi are submitted that include the tasks and courses shown in the matrix. <input type="checkbox"/> Course assignments, resources, and assessments are clearly described in the matrix and/or syllabi. <input type="checkbox"/> Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted. <input type="checkbox"/> Course content and activities demonstrate a progression from theory to application with peers and/or students. <input type="checkbox"/> Course content is based on current scientifically-based reading research. <p>For Stand-Alone and Infused Reading Endorsement programs, the following must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabi are submitted that include the tasks and courses shown in the matrix. <input type="checkbox"/> Course assignments and resources are clearly described in matrix 	<p><u>Documentation in Folio Submission:</u></p> <p>The matrix must include the following:</p> <ul style="list-style-type: none"> • Title of Activity/Assessment for each indicator • Purpose and description of activity or assessment • Instrument used, i.e. rubric, examination, feedback form, etc. <p>Resources used for tasks will need to be provided. A narrative should also accompany the matrix that provides an overview of the assessments in both coursework and field/clinical experiences.</p>

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	<p>and/or syllabi.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course content and activities are specifically aligned with each of the Reading Endorsement indicators for competencies submitted. <input type="checkbox"/> Course content and activities demonstrate a progression from theory to application with peers and/or students. <input type="checkbox"/> Course content is based on current scientifically-based reading research. <input type="checkbox"/> Competency 6 must show application of all indicators in a culminating practicum setting. <p>All other Endorsement programs are not required to submit a Reading Matrix.</p>	
<p>F. All other elements of the Uniform Core Curriculum to include:</p> <p>a. Higher level mathematics concepts instruction for K-12 students for the following programs</p> <p>Elementary Education (grades K-6), Exceptional Student Education (grades K-12), Pre-K/Primary Education (age 3-grade 3), Mathematics (grades 6-12), Middle Grades Mathematics (grades 5-9), Middle Grades Integrated</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each element listed must be shown to be addressed in matrices/charts/curriculum maps that indicate the course in which it is covered. <input type="checkbox"/> Course syllabi that address higher level mathematics concepts instruction for P-12 students. <p>For all stand-alone endorsement programs, the following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution must provide documentation that Area (e) is addressed as it relates to the endorsement area. <p>Folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not address this requirement.</p>	<p><u>Documentation in Folio Submission:</u></p> <p>The matrix must include the following:</p> <ul style="list-style-type: none"> • Competency being addressed • Course where it is addressed • Course syllabi that address higher level mathematics concepts instruction for P-12 students

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<p>Curriculum (grades 5-9)</p> <ul style="list-style-type: none">b. Math computational skills acquisition and measures to improve P-12 computational performancec. Technology appropriate for the graded. Reading, interpretation and use of data for student achievemente. Information on the state system of school improvement and accountabilityf. Teaching strategies to meet the needs of diverse student populationsg. Classroom managementh. School safetyi. Professional ethicsj. Educational lawk. Write and speak in a logical and understandable style with appropriate		
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<p>grammar</p> <ul style="list-style-type: none">I. Recognize signs of students' difficulty with the reading and computational performancem. Foundations and history of education (from professional education competencies and skills)		
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<p>Standard 1. Core Curriculum Content</p> <p>The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p>1.2 Field 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>		
<p>A. The plan identifies a variety of structured field experiences that provide specific guidance and demonstration of a variety of strategies in multiple placement settings (one placement being student/teaching internship), e.g. rural, urban, suburban, high needs, and schools with diverse populations.</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies a minimum of three placements with one being the culminating or capstone clinical experience such as student teaching/internship. Placements may include observations and practicum experiences. <input type="checkbox"/> Field experiences provide specific guidance from supervising faculty and cooperating teachers through observation instruments and feedback. <input type="checkbox"/> Field experiences provide candidates with the opportunity to demonstrate a variety of strategies in multiple placement settings. <input type="checkbox"/> Multiple sites representing diverse cultures and varying exceptionalities are defined and described based on school district population data. <p>Master's level programs that provide initial certification for teacher candidates who are already teaching in the classroom must meet the following requirements to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field experiences provide specific guidance from supervising faculty through observation instruments and feedback. <input type="checkbox"/> For those candidates who are teaching as they complete the program, multiple placement settings may be provided within the same school, through placements with a variety of students. 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes how placements and sites are selected for students. A description of tasks associated with each field experience or observation should be included in a table or clearly delineated in syllabi.</p> <p>Master's level programs that provide initial certification for teacher candidates who are already teaching in the classroom may have the multiple placements within the teacher's school. A narrative must be provided that explains how this is achieved through varying student populations.</p>

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<p>B. The plan describes processes for placing and monitoring students in those settings.</p> <p>1. Programs that lead to an ESOL endorsement must include a description that provides for an appropriate ESOL placement. (see Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs)</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate placements for ESOL practicum experience. 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes how placements and sites are selected for students.</p>
<p>C. Programs that lead to a Reading Endorsement must include a description that provides for an appropriate placement.</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate placements for Reading practicum experience are provided. <input type="checkbox"/> Placement demonstrates application of indicators in a culminating reading practicum or in student teaching. <input type="checkbox"/> For those candidates who are teaching as they complete the Reading Endorsement, field experiences may be completed within their teaching assignment if they have students that are identified in the reading endorsement area. 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes how placements and sites are selected for students.</p>
<p>D. Endorsement programs must include a description that provides for an appropriate placement.</p>	<p>The following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides appropriate placement(s) for practicum experience. <input type="checkbox"/> Field-based experiences must provide opportunities for candidates 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes how placements and sites are selected for students.</p>

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	<p>with the opportunity to demonstrate subject area competencies and/or standards.</p> <ul style="list-style-type: none"><li data-bbox="604 326 1356 488">□ For those candidates who are teaching as they complete the program, field experiences may be completed within their teaching assignment if they have students that are identified in the endorsement area, i.e. ESOL, Gifted, Severe/Profound, Pre-K Disabilities, Autism, etc.	
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<p>Standard 1. Core Curriculum Content The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p>1.3 Program faculty meet state mandated requirements for supervision of field/clinical experiences and faculty credentials for ESOL.</p>		
<p>A. Supervising faculty must possess one of the following:</p> <ol style="list-style-type: none"> 1. Specialized training in clinical supervision, or 2. Valid professional teaching certificate, or 3. At least three years of successful teaching experience in prekindergarten through grade 12. 	<p>For all programs, the following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that faculty have completed either specialized training in clinical supervision, or valid professional teaching certificate, or at least 3 years of successful teaching experience in pre-k- grade 12. 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative must be provided that describes how state requirements for supervising are monitored and met. A table indicating faculty credentials based on state requirements may be included.</p>
<p>B. Requirements for ESOL infused programs (see <u>Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</u>)</p> <ol style="list-style-type: none"> 1. Credentials of faculty teaching ESOL-specific courses 2. Credentials of faculty teaching infused 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All faculty teaching ESOL specific courses must have an advanced degree in TESOL or a closely related field, i.e. Foreign Languages with an ESOL endorsement or equivalent training and experience. <input type="checkbox"/> All faculty teaching infused courses must either have formal ESOL preparation (see <u>Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</u>) OR have completed 45 contact hours of professional development in ESOL instructional preparation that is the equivalent to a three hour course. 	<p><u>Documentation in Folio Submission:</u></p> <p>A matrix/chart is provided that provides credentials on all faculty teaching ESOL specific courses and faculty teaching infused courses.</p>

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courses 3. Faculty development plan for support and for professional development of new faculty		
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<p>Standard 1. Core Curriculum Content The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.</p>		
<p>1.4 School district personnel meet state-mandated requirements for supervision of field/clinical experiences.</p>		
<p>A. The institution provides documentation from partnering school districts stating that all district personnel meet the following requirements:</p> <ol style="list-style-type: none"> 1. Evidence of clinical educator training 2. Successful demonstration of effective classroom management strategies that consistently result in improved student performance. 3. Evidence of ESOL credentials (if applicable) 	<p>For all programs, the following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that district personnel have completed specialized training in clinical supervision, and successful demonstration of effective classroom management strategies that consistently result in improved student performance. <p>Folios submitted for stand-alone endorsement programs and folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not address this requirement.</p>	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative should be provided that explains how requirements for school district personnel are documented and monitored. For those institutions that work with districts that place their students, a letter from the district must be provided that states that all students will be placed with teachers who meet state requirements.</p>

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<p>Standard 2. Candidate Performance Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.</p>		
<p>2.1 Each program consistently applies state-mandated admission requirements.</p>		
<p>A. The institution provides the following data:</p> <ol style="list-style-type: none"> 1. Number of candidates entering program and admission point 2. Number of candidates enrolled in the program from year to year 3. Number of candidates meeting admission requirements upon entry 4. Number of candidates entering under 10% waiver, if applicable 5. Documentation of assistance to those candidates entering under 10% waiver 	<p>The following criteria must be included to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan is described that shows how the following data will be collected annually: <ul style="list-style-type: none"> ✓ Number of students admitted and enrolled by program, ✓ Number of candidates meeting admission requirements upon entry to program, ✓ Number of candidates entering under 10% waiver, ✓ Documentation of assistance provided to those entering under the 10% waiver. <p>For Stand-Alone endorsement programs, the following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A plan is described that shows how the following data will be collected annually: <ul style="list-style-type: none"> ✓ Number of students admitted and enrolled by program, ✓ Number of candidates meeting admission requirements upon entry to program. <p>Folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not to address this requirement.</p>	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that addresses all requirements and describes admission processes. A plan is in place to collect data on students entering the program.</p>

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Standard 2. Candidate Performance

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

2.2 Indicators, methods and processes have been established to assess and collect data on candidates' attainment of the Uniform Core Curricular content in coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.

A. A narrative is provided that describes the procedures that demonstrate candidates' progression and mastery throughout the program on the UCC using the following criteria.

1. [The Florida Educator Accomplished Practices and associated Professional Education Competencies and Skills, at the pre-professional level](#)
2. [Subject Area Competencies and Skills for Teacher Certification \(most recent Edition\)](#)

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

- A formal process is in place to determine candidate progress and mastery of competencies:
 1. A plan is in place to document evidence that each candidate has made progress on demonstrating the FEAP/PECs and *Subject Area Competencies and Skills* prior to final culminating field/clinical experience.
 2. A plan is in place to document evidence that each candidate has mastered the FEAPs, PECs and *Subject Area Competencies and Skills* at program completion. The Professional Education Examination and Subject Area Examination (SAE) of the Florida Teacher Certification Examinations (FTCE) may be used for the second point of mastery at program completion for the *Competencies and Skills for Teacher Certification*.
 3. There is a process to collect candidate performance data at the individual and program level and use the data to make decisions regarding candidate progress and mastery.
 4. A formal process is articulated for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program.

Documentation in Folio Submission:

A narrative is provided that describes a formal process to collect data at the individual and program level at a minimum of two points: one point prior to student teaching and mastery at program completion.

A flowchart that illustrates the process of determining candidate progress and mastery of competencies for program completion, including faculty, data sources and flow of data.

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	<p>For Stand-Alone and infused endorsement programs, the following criteria must be met in order to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A minimum of two assessments are identified and documented for each competency: <ol style="list-style-type: none"> 1. A plan is in place to document evidence that each candidate has made progress on demonstrating the competencies prior to practicum/field experience. 2. A plan is in place to document that each candidate has mastered the competency at program completion. 3. There is a process to collect candidate performance data at the individual and program level and use the data to make decisions regarding candidate progress and mastery. 4. A formal process is articulated for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program. 	
<p>3. For ESOL infused programs (see <i>Preparing Florida Teachers To Work With Limited English Proficient Students/ELLs</i>)</p>	<p>The following criteria must be included to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A formal process is in place to collect data at the individual and program level on mastery of the ESOL Performance Standards and <i>Subject Area Competencies and Skills for ESOL</i>. <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. 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes a formal process that is in place to collect data at the individual and program level on mastery of the ESOL Performance Standards and <i>Subject Area Competencies and Skills for ESOL</i> at program completion.</p>
<p>4. Reading matrix, including the following:</p> <p>Please note: Reading Competencies 1-5 must be</p>	<p>The following criteria must be included to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A formal process is in place to collect data at the individual and program level on mastery of the overall Reading Competencies 	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes a formal process that is in place to collect data at the individual and program level on mastery at program completion.</p>

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<p>addressed for elementary education, pre-kindergarten/primary, and exceptional student education programs. Programs seeking Reading Endorsement must include Competency 6. (Use the Florida Reading Endorsement Alignment Matrix). Reading Competency 1 & 2 must be addressed for secondary education programs, and all other K-12 programs that are not primary literacy providers.</p>	<p>required for the specific program.</p> <ul style="list-style-type: none"> <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. 	
<p>B. A narrative is provided that describes the procedures for collecting data on candidate scores and providing feedback to candidates on the Florida Teacher Certification Examinations (FTCEs).</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A formal process is in place to collect data on candidate passing scores on all three subtests of the FTCE. <input type="checkbox"/> A process for providing documented feedback to candidates on progress of completing testing requirements is articulated. <p>Folios submitted for stand-alone endorsement programs and folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not address this requirement.</p>	<p><u>Documentation in Folio Submission:</u></p> <p>A narrative is provided that describes a formal process that is in place to collect data at the individual and program level on candidate passing scores on all three subtests, as well as a process for providing feedback.</p>

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Standard 2. Candidate Performance

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

2.3 Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data within field/clinical experiences.

- A. A plan is provided documenting candidates' impact on P-12 student learning.
1. Field/clinical experiences.

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

- The institution has described how impact on P-12 learning during the field/clinical experiences will be evaluated.
- The institution's plan to evaluate candidate performance in field/clinical experiences includes opportunities for the candidate to develop instruction based on data collected from pre-assessment instruments and to measure the effectiveness of the instruction through data collected with post-assessment instruments.
- The plan provides candidates the opportunity to analyze and reflect on the effectiveness of their instruction.

Folios submitted for stand-alone endorsement programs and folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes how impact on P-12 learning data is collected during field/clinical experiences. A formal process for collecting and analyzing results of impact is also described.

Initial Approval Standard Guidelines

Standard 2. Candidate Performance

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

2.4 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.

A. A plan is provided that articulates how additional support/and or remediation of program completers in their first two (2) years will be provided, including documentation of results.

For all programs, the following criteria must be met to receive a rating of Acceptable:

- The plan describes a process for providing additional support or remediation of program completers that includes a process for developing an individualized plan with specific learning outcomes.

Folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes a process for additional support or remediation of program completers.

Initial Approval Standard Guidelines

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.1 The program philosophy and objectives take into account the needs of the state and districts served.

A. A narrative is provided that articulates how the unit's program philosophy and objectives are based on district and state needs.

1. Examples of local district needs may be based on shortage areas, high need areas based on student data, special programs such as charter schools or magnet programs, and/or changes in population or enrollment.
2. Examples of State needs may include critical teacher shortages areas, high need areas based on student data, policy changes, and/or changes in the state student population or enrollment.

For all programs, the following criteria must be met to receive a rating of Acceptable:

- Program philosophy and objectives are developed based on state and local district's shortage areas, high need areas, and/or changes in population or enrollment is used to develop program philosophy and objectives.

Folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes the program philosophy and objectives and how they were determined based on state and local district needs.

B. Certification Ombudsperson is identified.

For all programs, the following criteria must be met to receive a rating of Acceptable:

Documentation in Folio Submission:

Certification ombudsman is identified in the folio.

Initial Approval Standard Guidelines

	<p><input type="checkbox"/> Certification ombudsman is identified.</p> <p>Folios submitted to infuse an endorsement into an <u>existing</u> fully approved program do not address this requirement.</p>	
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Initial Approval Standard Guidelines

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.2 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the percentage of program completers hired following the first year of program completion and length of stay in the classroom.

- A. A narrative is provided that articulates how the following elements are collected and analyzed for continuous improvement:
1. Employer satisfaction data
 2. Copy of the employer satisfaction survey given to employers one year after candidates complete the program
 3. Percentage of completers employed in Florida public schools the first year following program completion.
 4. DOE length of stay in classroom data

For all programs, the following criteria must be met to receive a rating of **Acceptable**:

- A formal process is in place that describes how employer satisfaction is collected and analyzed.
- A formal process is in place that describes how employment data, including percentage of completers employed in Florida public schools the first year following program completion and length of stay in the classroom, are collected and analyzed.
- A copy of the employer satisfaction survey given to employers.

Folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes a formal process for collecting and analyzing the following data:

- Employer satisfaction data
- Percentage of completers employed in Florida public schools the first year following program completion
- Length of stay in classroom

If an institution is using an employer satisfaction survey other than the DOE survey, a copy of the survey must be provided.

Initial Approval Standard Guidelines

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.3 A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of teaching.

- A. A narrative is provided that articulates how the following elements are addressed for continuous improvement:
1. Copy of survey given to completers one year after completion of program.
 2. A plan for how the data from the survey will be processed is described.

For all programs, the following criteria must be met to receive a rating of Acceptable:

- A formal process is in place that describes how completer satisfaction data is collected and analyzed.
- A copy of the institutional completer satisfaction survey is provided.

Folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes a formal process for collecting and analyzing completer satisfaction data.

If the institution is using a completer satisfaction survey other than the DOE survey, a copy of the survey must be provided.

Initial Approval Standard Guidelines

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.4 Methods and processes are in place to assess complete impact on P-12 student learning based on student achievement data during the first year of teaching.

- A. A plan is provided documenting candidates' impact on P-12 student learning.
1. First year of teaching.

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

- A formal process is in place to collect and analyze results of impact on P-12 learning during the first year of teaching. Note: An institution may study impact beyond the first year of teaching; however the first year of teaching must be included.
- The institution has described how impact on P-12 learning based on district/school/state assessments during the first year of teaching will be evaluated.

Folios submitted for stand-alone endorsement programs and folios submitted to infuse an endorsement into an existing fully approved program do not address this requirement.

Documentation in Folio Submission:

A narrative is provided that describes how impact on P-12 learning during field/clinical experiences and the first year of teaching is evaluated. A formal process for collecting and analyzing results of impact is also described.

Initial Approval Standard Guidelines

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; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.

A. A plan for a documented annual evaluation process that includes results of data analysis, decisions made based on data analysis, how weaknesses were addressed and how changes were implemented. The plan must support the three (3) [Continued Approval Standards](#) and include the following:

1. A plan for annual data analysis, dissemination of results, and programmatic decision-making, including how weaknesses are addressed.
2. Description of team members involved in data analysis and in the decision-making process.
3. A plan for how stakeholder involvement contributes to the decision-making process.

For all programs, the following criteria must be met to receive a rating of Acceptable:

- A description is provided of a formal annual evaluation process, including the following:
 1. A process for analysis and dissemination of data, including the faculty involved.
 2. A process that describes how programmatic decisions are made and weaknesses are addressed based on data analysis, including the faculty involved.
- A plan is provided that describes how stakeholder involvement contributes to the decision-making process.
- A plan is provided that describes how faculty recency of experience results will be documented and how they will inform the decision-making process.

Folios submitted to infuse an endorsement into an existing fully approved program are not required to address this requirement.

Documentation in Folio Submission:

A narrative is provided that articulates a formal annual evaluation process. This process includes the following elements:

- A plan for annual data analysis including the following data:
 1. Data analysis of candidate performance data at the individual and program level, including FEAPs/PECs, Subject Area Competencies and Skills for Teacher Certification, Reading Endorsement Competencies, ESOL Performance Standards/Competencies and Skills (if applicable), FTCE pass rates, and impact of P-12 learning for candidates during field/clinical experiences.
 2. Data analysis of impact of P-12 learning for completers during and including the first year of teaching.
 3. Data analysis of employer satisfaction surveys, percentage of completers employed following the first year of completion and length of stay in the

Initial Approval Standard Guidelines

<p>4. A plan for how faculty recency of experience will be documented and how results will be used in the decision-making process.</p>		<p>classroom.</p> <ol style="list-style-type: none">4. Data analysis of completer satisfaction.5. Collection and analysis of results of faculty recency of experience. <ul style="list-style-type: none">▪ Description of dissemination of results▪ Description of a process for programmatic decision making▪ Description of team members involved in data analysis and decision-making▪ Description of how stakeholder involvement is used in the decision-making process▪ A flow chart of the process may be included, if appropriate.
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Initial Approval Standard Guidelines

Description of Scoring Scale for Individual Criteria:

3 = Acceptable

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

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 the folio.

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 in the folio.

Description of Overall Scoring:

(Weighted criteria are 1.1, 2.2, and 3.5.)

To earn a **Fully Approved Program** rating:

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

To earn a **Conditionally Approved Program** rating:

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

To earn a **Denied Program** rating:

- A score of 1 in any criteria
- More than two scores of 2 in any weighted criteria
- More than four scores of 2 across all three standards