



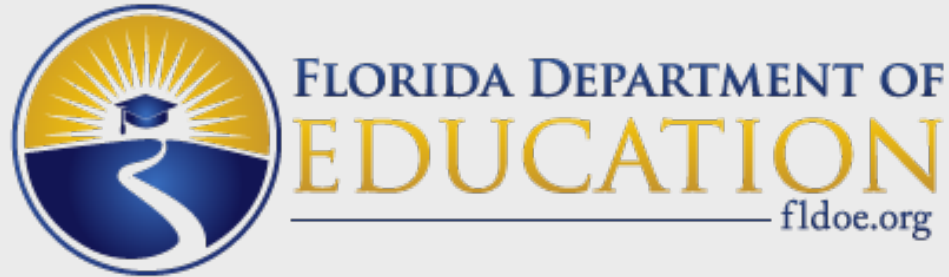
PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAM APPROVAL TRAINING

Spring 2015



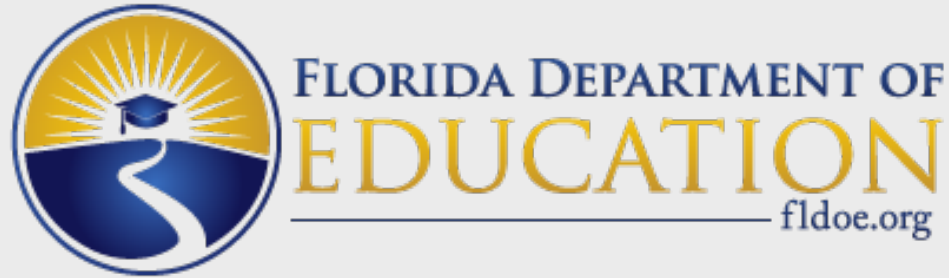
FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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Legal Authority: Educator Preparation Statute and Rule

- Section 1012.56, Florida Statutes
- State Board of Education Rule 6A-5.066, F.A.C.
- <http://www.fldoe.org/teaching/preparation/pdcp>



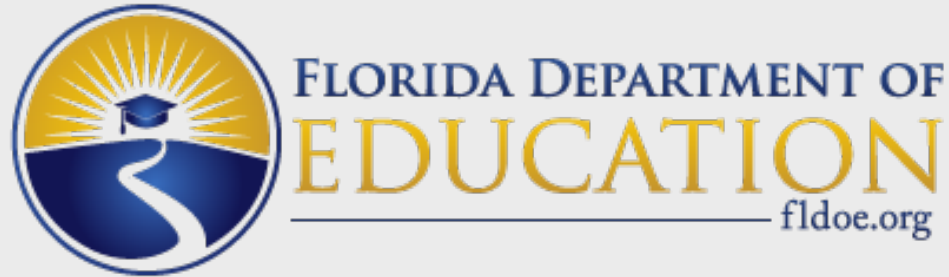
PROGRAM APPROVAL DYNAMICS

The program's PLAN for initial state-approval. How the program unit will design a plan. The plan will describe the program's curriculum and how the program will be assessed and delivered.

What is a plan?

What is the purpose of a plan?

What should you include in a plan?



STANDARD 1

Standard 1: Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct PK-12 students to meet high standards for academic achievement.

Standard 1 Indicators and Criteria

- 1.1 Each program consistently applies state-mandated admission requirements.

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

The program describes:

1. Admission requirements, processes, methods and procedures used by the school district to determine eligibility for participation in the program.
2. The plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.

Standard 1 Indicators and Criteria

- 1.2 The program must demonstrate that each completer possesses the required knowledge, skills and professional behaviors relevant for professional practices and work characteristics in his or her field.

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

The program shall describe:

1. Plan for how it will provide an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.
2. Plan for how and what it will provide for the minimum period of initial preparation prior to assuming duties as the teacher-of-record as specified in s. 1012.56(8)(a)1.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC), while providing instruction to prekindergarten through grade 12 (p-12) students as the 'teacher-of-record,' to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - State adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners
 - Strategies appropriate for instruction of students with disabilities
 - School safety

4. Matrix that describes the critical task, assignments and assessments during coursework or training for the competencies and skills associated with each component of the UCC, including:
 - Title for each course or module in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
5. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
6. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in a p-12 classroom setting using the school district's state-approved performance evaluation system.
7. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
8. Plan for collecting and monitoring the Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.
9. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.

MATRICES

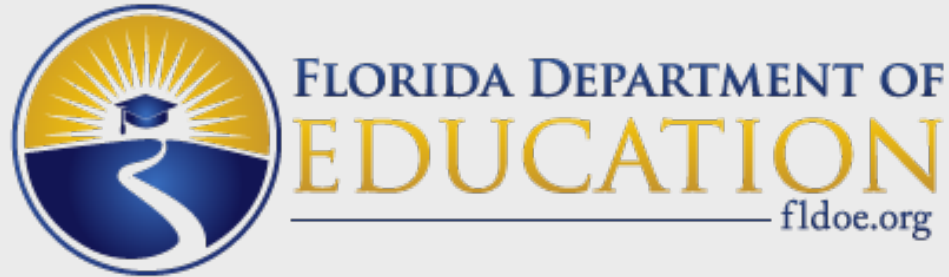
- Florida Educator Accomplished Practices (FEAPs)
- Additional components of the UCC that must be assessed
- Educator Preparation website:
<http://www.fldoe.org/teaching/preparation/additional-resources.stml>
- PDCP State Model:
<https://www.altcertflorida.org/>

Standard 1 Indicators and Criteria

- 1.3 Program candidates and completers must demonstrate positive impact on P-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.

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

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.



STANDARD 2

Standard 2: Field/Clinical Experiences

The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Standard 2 Indicators and Criteria

- 2.1 Experienced peer mentors meet the state-mandated requirements for supervision.

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

1. The program describes the process for ensuring, collecting and monitoring data on the qualifications of peer mentors assigned to each program candidate.

Peer Mentor Qualifications

The requirements for peer mentors are as follows:

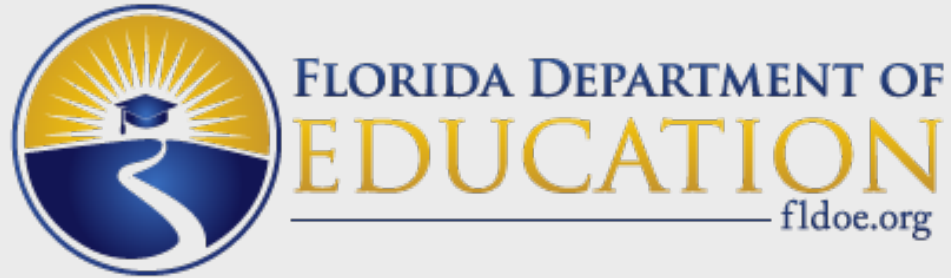
1. a valid professional certificate issued pursuant to s. [1012.56](#),
2. at least 3 years of teaching experience in prekindergarten through grade 12 and
3. must have earned an effective or highly effective rating on the prior year's performance evaluation under s. [1012.34](#) or be a peer evaluator under the district's evaluation system approved under s. [1012.34](#).

Standard 2 Indicators and Criteria

- 2.2 Peer mentors provide documented high-quality feedback and support in the development of candidate skills.

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

1. The program describes the process or plan for:
 - How candidates receive feedback on their progress, including strategies for improvement.
 - How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing.
 - Documenting the mentoring, coaching and remediation feedback that supports program candidate's progression throughout the program and mastery of the UCC.



STANDARD 3

Standard 3: Program Effectiveness

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

Standard 3 Indicators and Criteria

3.1 The program routinely and systematically examines candidate and completer performance and impact.

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

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3).
 - Program completers' performance as evidenced by the Annual Program Performance Report Card (Standard 1.3).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).
 - Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
 - Program candidates' FTCE subtest results at the competency level (Standard 1.2).
 - Other data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

STANDARD THREE: Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

- What aggregated data were collected and how were they used?
- What analysis of aggregated program candidate and program completer outcome data occurred?
- What areas of need or weaknesses were identified?
- What remedies were implemented for any APPR performance metric category receiving a Level One or Level Two score?
- What outcomes were evaluated from changes implemented?

Standard 3. Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

1. Provide aggregated data in the reporting year on program candidates and program completers including, but not limited to:
 - Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3).
 - Program completers' performance as evidenced by the Annual Program Performance Report Card (APPR) (Standard 1.3).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).

Standard 3. Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

1. Provide aggregated data in the reporting year on program candidates and program completers including, but not limited to:
 - Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
 - Program candidates' FTCE subtest results at the competency level (Standard 1.2).
 - Other program candidate or program completer outcome data results considered by the program.

Standard 3. Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

2. The program describes for the reporting year how it analyzed the aggregated program candidate and program completer outcome data, and determined areas of need or weaknesses for consideration for program improvement.

What are the protocols for examining candidate and completer performance and impact? How is this information used by faculty, administrators and others in making improvements?

Standard 3 Indicators and Criteria

- 3.2 The program uses results of data collection to enhance program elements and capacity.

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

The program describes:

1. How it will use aggregated data analyses of program candidate and program completer performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

Standard 3. Program Effectiveness

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

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The program describes for the reporting year:

1. Specific program elements identified by aggregated data analyses that were determined as areas of strength or areas of weakness for continuous program improvement.
2. Stakeholders (roles and responsibilities) involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning.
3. Specific programmatic enhancements and changes that were made (or will be made) as a result of the decision-making process.

HELPFUL HINTS/REMINDERS

- **Begin working on your plan now and submit plan via eIPEP system no later than November 15, 2015.**
 - **Consult all faculty and staff associated with program delivery**
 - **Review statute and rule for assistance**
 - **Visit the Educator Preparation website for technical assistance:**
- <http://www.fldoe.org/teaching/preparation>
- **Include and check all requested evidence**
 - **Be clear, concise, and succinct**



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