



FOLIO REVIEWER TRAINING

Initial Program Approval

SPRING 2015



FLORIDA DEPARTMENT OF
EDUCATION
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Legal Authority: Educator Preparation Statute and Rule

- **Section 1004.04, Florida Statutes**
- **State Board of Education Rule 6A-5.066, F.A.C.**
- **<http://www.fldoe.org/teaching/preparation>**



PROGRAM APPROVAL DYNAMICS

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

What is a program folio?

What is the purpose of a folio?

What should you include in a folio?



2 TYPES OF INITIAL PROGRAM FOLIOS

INITIAL APPROVAL FOLIOS
“MODIFIED” INITIAL APPROVAL FOLIOS

TIMELINES AND FOLIO REVIEW OVERVIEW

- Request to Submit form submitted to DOE
- DOE ensures RTS form meets minimum requirements
- Review team is contacted and assembled
- Folio is received by DOE
- Folio review process occurs
- Final Report submitted to DOE
- Office of Educator Preparation reviews and finalizes the report
- Report and approval recommendation submitted to Commissioner for final decision



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FOLIO REVIEW PROCESS

- **Team composition**
- **Team assignments**
- **Two to three week review period**
- **Team meetings/conference calls**
- **Final summative report**

FOLIO "REVIEWER" RESPONSIBILITIES

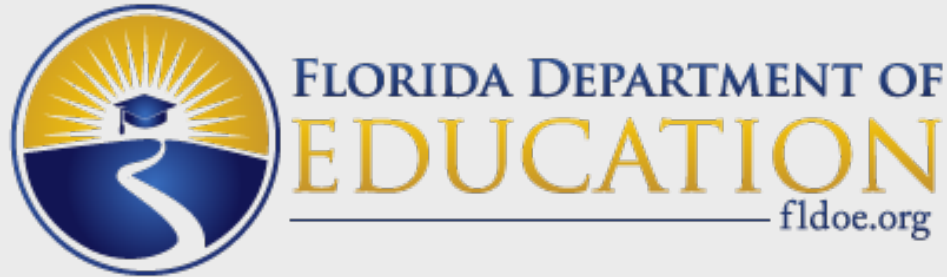
- Read and review the **entire** program folio
- Review the program folio based on the criteria of the standards
- Within the individual reviewer's report document or write findings, including recommendations, commendations and weaknesses
- Discuss findings as a team via conference calls and emails
- Reach a team consensus on findings, final report and folio approval recommendation
- Reviewer submits his or her individual report to team chair by the designated deadline

FOLIO REVIEWER QUALIFICATIONS

- Must be a current faculty or staff member of a state-approved teacher preparation program
- Receive a recommendation from the program unit's Dean or Director
- Completed the Department's Folio Reviewer Training
- Completed the Department's Initial Approval Training
- Sign a verification of training and commitment form

FOLIO REVIEW "TEAM CHAIR" RESPONSIBILITIES

- Collaborates with DOE throughout the review process
- Facilitates the review process with review team
- Assigns Standards/Indicators to each team member
- Leads discussions on all conference calls
- Reviews and compiles all individual reports
- Ensures all findings are reflected in the final report
- Submits final report to DOE
- Answers questions from the Commissioner of Education



RATINGS

Individual scoring for the INDICATORS are:

“Acceptable” and “Unacceptable”

Overall approval ratings for the PROGRAM are:

“Fully Approved” and “Denied”

SCORING GUIDE

SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

OVERALL RATING SUMMARY FOR INDICATORS			
STANDARD 1	INDICATOR 1.1	INDICATOR 1.2	INDICATOR 1.3
STANDARD 2	INDICATOR 2.1	INDICATOR 2.2	
STANDARD 3	INDICATOR 3.1	INDICATOR 3.2	

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.



STANDARD 1

Standard 1: Program Candidate and Completer Quality

The program ensures that candidates and completers are prepared to instruct P-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 to determine students have met the admission requirements outlined in section 1004.04(3)(b), F.S.;
2. Methods for tracking the progress and status, and providing assistance to any student who was admitted under the 10% waiver provision; and
3. 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. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in Rule 6A-5.066(1)(ii)(1-8) to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - The Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021,F.A.C.
 - 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
2. Matrix that describes the critical task, assignments and assessments during coursework and culminating field experience(s) and internship

Standard 1 Indicators and Criteria

for the competencies and skills associated with each component of the UCC, including:

- Prefix, number and title for each course 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.
3. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
 4. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in p-12 public classroom setting using a state-approved performance evaluation system that is aligned with the partnering school district(s)' evidence-based framework. If the culminating field experiences and internship will take place in a private p-12 classroom setting, or in an out-of-state p-12 classroom setting in accordance with s. 1004.04(5)(b), F.S., provide the final summative evaluation that will be used to determine the program completer has demonstrated all required knowledge, skills and professional behaviors.
 5. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
 6. 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.
 7. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.
 8. Plan to monitor and remediate program completers who were referred by the employing school district during the first 2 years immediately following program completion (2-year guarantee). The plan includes criteria for developing an individualized plan with specific learning outcomes and documenting the outcomes of the assistance provided.

MATRICES

- Florida Educator Accomplished Practices (FEAPs)
- Reading Endorsement Competencies (RECs)
- English for Speakers of Other Languages (ESOL)
- Subject Area Competencies and Skills (SACS) in Rule 6A-4.0021 (Current edition)
- Additional components of the UCC that must be addressed
- Educator Preparation website:
<http://www.fldoe.org/teaching/preparation>
- Curriculum Mapping Tool:
http://www.fl.nesinc.com/FL_MappingTheTestCompetenciesSkillsToTheCurriculum.asp

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 Practices

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 Postsecondary and school district personnel 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 both postsecondary program faculty and school district and instructional personnel who instruct, direct or supervise field experience courses or internships in which a student candidate demonstrates his or her impact on p-12 student learning growth, as outlined in s. 1004.04(5)(a-b), F.S.
2. Documentation shall include a written agreement between the program or institution and the school district or private school that states all candidates will be placed with district personnel or instructional personnel who meet the requirements outlined in s. 1004.04(5)(b), F.S.

Postsecondary and School District Personnel Qualifications

- **The requirements, for postsecondary program faculty are as follows:**
 1. specialized training in clinical supervision;
 2. at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience;
 3. and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.
- **The requirements for school district personnel, are as follows:**
 1. must have evidence of “clinical educator” training,
 2. a valid professional certificate issued pursuant to s. [1012.56](#),
 3. at least 3 years of teaching experience in prekindergarten through grade 12 and
 4. 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](#).

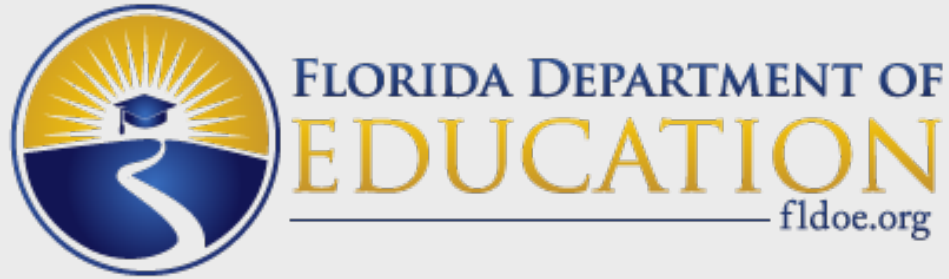
Standard 2 Indicators and Criteria

- 2.2 Field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.

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

The program describes the process or plan for:

1. How settings are selected and monitored for each candidate's field clinical experiences and internships relevant to program objectives for the development and practice of candidate skills that represent the full spectrum of school communities in multiple contexts;
2. How candidates receive feedback on their progress through field clinical experiences and internships, including strategies for improvement; and
3. How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing in field clinical experiences and internships.



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 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).
 - Assistance provided to any program completer(s) as a result of the 2-year guarantee (Standard 1.2).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).
 - Program candidates' culminating field experience performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
 - Program candidates' FTCE subtest results at the competency level (Standard 1.2).
 - Program candidate data admitted under the 10% waiver (Standard 1.1).
 - 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 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.



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REVIEW FINDINGS

Recommendations, Commendations, and Weaknesses



FINDINGS

Statements that indicate the data/evidence reviewed and the strengths or weaknesses in relation to the criteria.

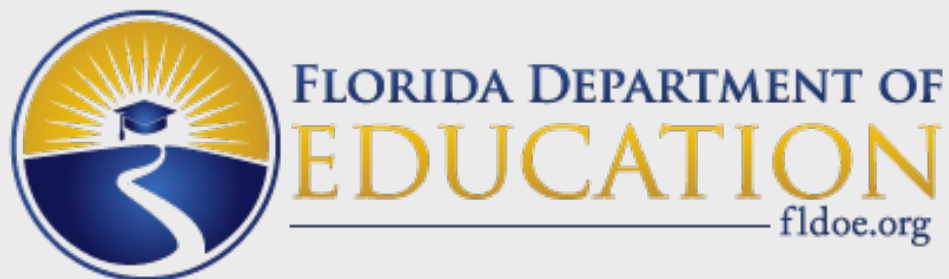
Example of Writing an Acceptable Finding

Standard/Indicator 1.2.

The education courses clearly document incorporation of all FEAPs. They are also clearly reflected in the program matrix. A matrix aligning the Florida Educator Accomplished Practices (FEAPs) including the specific indicators for each FEAP with the associated course assignment and/or activity description is included in the folio.

Example of Writing a Finding for an Unacceptable Rating

- A chart is provided that indicates where the Florida Educator Accomplished Practices (FEAPs) are covered throughout the program. A chart is also provided that shows the program outcomes based on the course objectives determined by the university. However, **there is no description of critical tasks that are used to assess the FEAPs. It is unclear which tasks are aligned to the FEAPs because every indicator is listed under each FEAP that is covered in a course, making it very difficult to determine which indicator is linked to the tasks/assessments.** Therefore, there are no clear performance measures for the FEAPs.



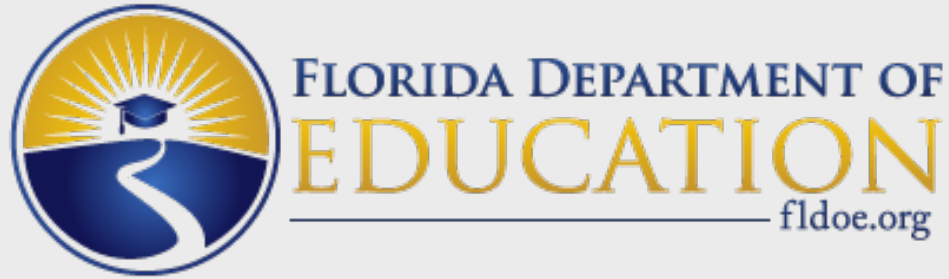
COMMENDATIONS

Provides the institution with feedback regarding exemplary practices noted in the program.

WEAKNESSES

Weaknesses are factual, concise and to the point statements of a compliance problem as indicated below:

- 1.1.A. The indicators developed by the program unit for this program do not fully capture the full intent of all of the original descriptors for the Florida Educator Accomplished Practices (FEAPs). Therefore, the FEAPs are not fully addressed as intended.
- 1.1.E. The evidence presented for Reading Competencies 1 and 2 is not complete. The narrative does not address all necessary elements. The plan is missing required elements. Documentation is incomplete. Please see section 1.1.E of the above report for specific examples that describe the weaknesses for this area.



RECOMMENDATIONS

Suggestions or considerations for the institutions regarding specific plans or processes within the folio



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