

## INITIAL PROGRAM APPROVAL TRAINING 2015 TRANSCRIPT

### Slide 1:

Good day, I am Tonya Jones and I would like to welcome you and thank you for attending our Initial Program Approval Training. This training is specifically for institutions that are seeking for the very first time the approval of one or more teacher preparation programs. These institutions do not currently have a Florida state-approved teacher preparation program. The Department will conduct a separate “modified” training for institutions that currently have at least one state-approved teacher preparation program.

To assist you in following along with this training, I recommend that you have in front of you a copy of the following documents: Section 1004.04, Florida Statutes, State Board of Education Rule 6A-5.066, the Request to Submit Form (RTS-2015) and the Initial Program Approval Standards (ITP IAS-2015). These documents can be located on the Educator Preparation website at: <http://www.fldoe.org/teaching/preparation>. Please mute your lines and hold all questions and/or comments until the end of the presentation.

### Slide 2: Legal Authority: Educator Preparation Statute and Rule

The requirements for obtaining state approval of a teacher preparation program are set forth in Section 1004.04, Florida Statutes, and State Board of Education Rule 6A-5.066. Under this statute and rule, the program approval system guides teacher educators in conceptualizing, developing, implementing, and evaluating programs that meet state-adopted program approval standards. The requirements in this statute and rule allow institutions the academic freedom to innovate while holding each institution accountable for producing quality teachers that have a positive impact on P-12 student learning.

### Slide 3: Program Approval Dynamics

Florida has two separate processes of program approval: the initial approval process and the continued approval process. The initial approval process requires programs to submit a program portfolio or what we call the folio. A program’s folio is the blueprint for program implementation. The program’s blueprint should provide the plans and processes for operation, including delivery, curriculum, assessments, field experiences, data collection, and continuous improvement. The folio should provide evidence of how the program will meet the requirements for continued state approval. The components of the folio will address each of the initial approval standards and its corresponding indicators in detail, including a description with supporting evidence.

The indicators for each standard have multiple criteria that outline the specific information required for a program folio to receive an “Acceptable” rating. The standards, indicators and criteria are all outlined in the Initial Program Approval Standards document that you should have in front of you for this training.

Please note that the specific requirements for continued approval, including site visits, will be discussed in the Continued Program Approval Training.

#### Slide 4: Standard 1

I will now walk you through each of the Initial Approval Standards, including the indicators and criteria. Please have your copy of the Initial Approval Standards handy to reference and follow along. I will start with Standard 1 which is located on page 2 of the Initial Approval Standards document. Standard 1 for Initial Program Approval requires each program to provide information regarding how it will instruct, monitor and ensure the quality of all program candidates and completers. You will notice on pages 2 and 3 of the Initial Approval Standards document that Standard 1 has three (3) indicators. I will now discuss each of these indicators and the criteria shown in the boxes that follow on the document.

#### Slide 5: Indicator 1.1

Indicator 1.1 is located on page 2 of the Initial Program Approval Standards document.

This indicator states, “Each program consistently applies state-mandated admission requirements.”

As you can see on the Initial Program Approval Standards document, there are three criteria listed for indicator 1.1.

Criterion # 1- The first criterion for indicator 1.1, as seen on page 2, states that the program will describe the “admission requirements, processes and procedures used to determine students have met the state-mandated admission requirements outlined in section 1004.04(3)(b), F.S.” Here you will provide a description of the program’s procedures for tracking and monitoring admission requirements. Your description should include not only the admission standards required by state law, but also any additional admission requirements imposed by your program.

Criterion # 2 – The second criterion for indicator 1.1, found on page 2, states the program will describe the “methods for tracking progress and status and providing assistance to any student who was admitted under the 10% waiver provision.” For this criterion, you will explain if the program will utilize the 10% waiver permitted by law, and if so, how it will be determined which candidates are admitted under the 10% waiver, as well as how these candidates will be monitored and tracked to ensure they are making progress to meet the state’s admission requirements. Please note that the 10% waiver is relevant for Initial Teacher Preparation (ITP) programs only.

Criterion # 3 – The third criterion for indicator 1.1, as shown on page 2 of the Initial Approval Standards document, states that the program will describe the “plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.” The focus of this plan should be the overall “annual” process for collecting, monitoring and reporting data on the candidates. You will want to include in a step-by-step description of your plan including any data, faculty or personnel, resources and/or supporting documents used in this reporting process.

### Slide 6: Indicator 1.2

Indicator 1.2 is located on pages 2 and 3 of the Initial Approval Standards document. This indicator states, “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.” Please notice that for Indicator 1.2 there are eight (8) criteria listed.

Criterion # 1 - The first criterion for indicator 1.2, as you can see on page 2, requires programs to describe the process to assess, monitor and document each program candidate’s progress and mastery of the Uniform Core Curricula. It is very important that the process includes a description of how candidates will demonstrate mastery of the Uniform Core Curricula in both coursework AND in clinical field experiences. The Uniform Core Curricula is defined in statute and Rule 6A-5.066 and includes the following:

- Florida Educator Accomplished Practices (FEAPs)
- The Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.002, F.A.C.  
NOTE: You must assess the overall subject area competency and address each of the subject area competency’s correlating indicators
- State-adopted content standards or the 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, and
- School safety

Please note that if the program includes a Reading Endorsement the scientifically-researched reading instruction may be addressed in the Reading Endorsement Competency matrix. Likewise, if the program will include an English for Speakers of Other Languages or ESOL Endorsement, the strategies appropriate for instruction of English Language Learners may be addressed in the ESOL matrix. I will further explain these matrices next under criterion 2.

### Slide 7: Indicator 1.2 continued

Criterion # 2 – Criterion 2 for indicator 1.2 is shown on page 3 of the Initial Approval Standards document. For this criterion, you will provide matrices that describe your critical tasks, assignments and assessments during coursework and the culminating field experience for the competencies and skills associated with each component of the Uniform Core Curricula. A separate matrix will be required for the FEAPs, Reading Competencies, ESOL Standards/Indicators (if the ESOL Endorsement is a part of the program) and the Subject Area Competencies and Skills. Please provide sufficient details of the critical tasks, assignments and assessments to show clear alignment with the competencies and skills. Your matrices must include:

- Prefix/number/title for each course in which the Uniform Core Curricula is taught and assessed
- Performance measure or indicator that is being assessed
- Title and description of the critical task or assessment

- Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet

The Department has some sample templates for these matrices that I will be discussing later in the presentation.

Criterion #3 – Still on page 3 of the Initial Approval Standards, criterion 3 of indicator 1.2 asks that you describe your program plan for remediating, mentoring and coaching any candidate who is not progressing proficiently through the program. This plan should include the roles of key faculty members who will assist or participate in the remediation process.

Criterion #4 – For criterion 4 of indicator 1.2, you will provide a copy (or a web link) of the state-approved performance evaluation system, including the instruments that will be used for the final summative evaluation of program candidates in their culminating student teaching experience. Please note that the performance evaluation system should be the same one that is used by the partner school district. In order to effectively perform the requirement of this indicator, it is imperative that you establish a partnership with a school district and become proficient in using its instructional personnel evaluation system. This criterion may require you to submit multiple summative evaluation documents if you have multiple partnering school districts that have different evaluation models in place.

Criterion #5– Criterion 5 of indicator 1.2 – still on page 3 – requests that you describe a plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the Uniform Core Curriculum previously discussed under Criterion #1. You may want to include in the step-by-step description of your plan any data, faculty or personnel, resources and/or supporting documents used in this analysis process. Ensure that the description of this analysis process addresses candidate performance data at both the individual AND program levels. Addressing only one of these areas is not meeting the entire requirement of this criterion.

Criterion #6 – For criterion 6 of indicator 1.2, you will provide step-by-step details of the plans for collecting and monitoring the Florida Teacher Certification Examination results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification area.

Criterion #7 – For criterion 7 of indicator 1.2, you will describe the plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the Florida Teacher Certification Examination. You will want to include a step-by-step description of your plan including details about the development and use of an individual remediation plan, any faculty or personnel responsible, resources and/or supporting documents used in this remediation process.

Criterion #8– Criterion 8, the last one for indicator 1.2 and also on page 3 of the Initial Approval Standards document, asks that you describe the plan to monitor and remediate program

completers who may be referred by the employing school district during the first two (2) years immediately following program completion. (This is referred to as the 2-year guarantee). The plan should include criteria for developing an individualized plan with specific learning outcomes and documenting the outcomes of the assistance provided. This remediation plan should also include a process for collaborating with the employing school district.

#### Slide 8: Matrices

To assist you with the matrices requirement for indicator 1.2, sample matrices and templates for the Florida Educator Accomplished Practices (FEAPs), Competencies and Skills for Teacher Certification, usually referred to as the Subject Area Competencies and Skills, the Reading Endorsement Competencies (REC) and the English for Speakers of Other Languages (ESOL) Competencies are available on the Department's website at:

<http://www.fldoe.org/teaching/preparation/additional-resources.shtml>.

For the Subject Area Competencies and Skills matrix, we encourage each program to utilize the Curriculum Mapping Tool offered by the Bureau of Postsecondary Assessment. You can access this tool on the web at:

[http://www.fl.nesinc.com/FL\\_MappingTheTestCompetenciesSkillsToTheCurriculum.asp](http://www.fl.nesinc.com/FL_MappingTheTestCompetenciesSkillsToTheCurriculum.asp).

An ESOL matrix is required for programs with an ESOL endorsement component. Programs that are required to have the ESOL Endorsement:

1. Elementary Education (grades K-6)
2. Exceptional Student Education (grades K-12)
3. Prekindergarten-Primary Education (age 3-grade 3)
4. English (grades 6-12)
5. Middle Grades English (grades 5-9)

Some programs are only required to include an ESOL Survey course. These programs include K-12 certification subject areas and secondary and middle grade programs not previously mentioned. For these courses, a separate ESOL matrix is not required, but you must indicate within your folio which course is the ESOL Survey course. This course must be a college or university level 3-semester hour credit overview or survey course which addresses at an awareness level the five areas of ESOL specified in Rule 6A-4.02451, F.A.C.

And finally, each program will need to provide a matrix that details how the additional components (school safety, strategies appropriate for instruction of students with disabilities and content literacy and mathematical practices) of the Uniform Core Curriculum will be addressed and assessed. If any of these additional components are addressed in other matrices that are being submitted, be certain to clearly state that within the folio submission.

#### Slide 9: Indicator 1.3

Indicator 1.3 is located on page 3 of the Initial Approval Standards document. This indicator states, "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." As you can see on page 3, Indicator 1.3 has two (2) criteria.

Criterion # 1 – For criterion 1 of indicator 1.3, you will need to describe both, the evaluation methods that will be utilized by a program candidate to demonstrate positive impact on P-12 student learning growth, as well as how the data results will be collected, evaluated and analyzed on program candidate impact on P-12 learning growth during field experiences.

Criterion # 2 –For criterion 2 of indicator 1.3, you will provide an explanation of how P-12 student learning growth data will be gathered for each program completer within the first year of teaching after program completion and how the data results will be collected, evaluated and analyzed on program completer impact on P-12 student learning.

Be mindful that indicator 1.3 criterion 1 is about the program candidate during field experiences and indicator 1.3 criterion 2 is about the program completer within the first year of teaching after program completion. However, for both criteria within indicator 1.3 you will provide a description of how the program will collect, evaluate, analyze and use the impact data results for continuous improvement.

There are some completers for whom you may receive impact data from the Florida Department of Education. For subject areas and grade levels that assess students using statewide standardized assessments such as the Florida Standards Assessment, the Department will provide you with impact data. Please note, however, that there are grade levels and/or subject areas for which a statewide standardized assessment exists but a student learning growth formula has not been established, such as the end-of-course exam for biology or the Florida Comprehensive Assessment Test for grade 5 science. There are also grade levels and subject areas for which no statewide standardized assessments exist, just local assessments permitted by law. For these grades and subjects, for example kindergarten through grade 2 teachers, music teachers, art teachers will have local assessments; guidance counselors, school psychologists, for example will have other ways in which the school district is measuring student learning performance. It is important to know that your completers have student learning results associated with their teaching assignment – no matter what the assignment is. These student learning results are required by law. Again, acquiring access to this data will require you to have a strong partnership with the school district or districts that employ your completers.

Slide 10: I am now moving on to Standard 2 of the Initial Approval Standards. Standard 2 is located on page 4 of the standards document. Standard 2 states that “the program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.” Standard 2 has 2 indicators – both also shown on page 4.

#### Slide 11: Indicator 2.1

According to Indicator 2.1, postsecondary and school district personnel must meet the state-mandated requirements for supervision of candidates during field experiences. I will share

these requirements specifically on the next slide. Indicator 2.1 has two criteria as you can see on page 4 of the standards document.

Criterion # 1 – The first criterion asks programs to describe the step-by-step process for ensuring, collecting, and monitoring the qualifications of both the postsecondary program faculty and the school district personnel who instruct, direct and/or supervise field experience courses or internships in which a student candidate demonstrates his or her impact on P-12 student learning growth.

Criterion # 2– For criterion 2 of indicator 2.1, you will provide documentation of a written agreement between your program or institution and each school district where candidates will be placed for field and clinical experiences stating that all candidates will be placed with instructional personnel who meet these state-mandated requirements. An example of the documentation or written agreement between the program or institution and the school district could be a Memorandum of Understanding that clearly indicates or states all candidates will be placed with district personnel or teachers who meet the state-mandated requirements and qualifications.

#### Slide 12: 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; and
3. an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule. Per State Board Rule, annual demonstrations of relevant experience are p-12 school-based experiences occurring yearly that are related to and in a subject matter and grade level setting that are covered by the certification necessary for the field experience course(s) or internships that the program faculty is assigned to teach or supervise. Examples include, but are not limited to, co-teaching with a p-12 educator or providing p-12 instruction directly to p-12 students.

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](#).

#### Slide 13: Indicator 2.2

Standard 2 indicator 2.2, on page 4 of the standards document, states that “field and clinical practices are completed in settings relevant to program objectives for the development of candidate skills.” Indicator 1.2 has three (3) correlating criteria.

Criterion # 1 – Indicator 2.2 criterion 1 asks you to describe how settings for candidate field experiences will be selected and monitored to ensure that they are relevant to the program’s objectives for the development and practice of candidate skills that represent the full spectrum of school communities in multiple contexts. Examples of multiple contexts may include school districts that serve or include populations such as urban, rural, populations with low income students, English Language Learners, students with disabilities, etc.

Criterion # 2 – Criterion 2 of indicator 2.2 requires that you provide a step-by-step description of how program candidates will receive feedback on their progress through field experiences/internships, including strategies for improvement. It is important to document how on-going feedback to inform candidates of their progress towards meeting the competencies and skills will be a part of this process.

Criterion # 3– And the last criterion for indicator 2.2 on page 4, #3 asks that you describe how remediation will be determined, administered and monitored on program candidates who are not proficiently progressing in field clinical experiences and/or internships. You may want to include a step-by-step description of your remediation plan including the development and use of an individual remediation plan, any faculty or personnel involved, and resources and/or supporting documents used in this remediation process.

#### Slide 14: Standard 3

Standard 3 for Initial Program Approval is on page 5 of the standards document. Standard 3 requires programs to have a plan for continuous program improvement based on analyses of the data and evidence collected on its candidates and completers. Standard 3 has two (2) indicators.

Slide 15: Standard 3 indicator 3.1 requires the program to systematically examine candidate and completer performance and impact. As you can see on page 5 of the Initial Approval Standards, indicator 3.1 has 2 criteria. This indicator focuses on the data you gathered in Standard 1

- Criterion # 1 –The first criterion under indicator 3.1 asks that the program describe its process for the annual review and analysis of aggregated data that will be collected on program candidates and program completers. Again, notice that this criterion provides a listing of the minimum data that should be included, and refers you back to an indicator in standard 1 where you described your plan for collecting the specified data. The review of data should include at least:
- Impact of P-12 student learning for all program completers employed in Florida public schools which relates to standard 1.3
- Program completers’ performance as evidenced by the Annual Program Performance Report Card relating to standard 1.3
- Assistance provided to any program completer(s) as a result of the 2-year guarantee which relates to standard 1.2

- Impact of P-12 student learning for all program candidates during field experiences also from standard 1.3
- Program candidates' culminating field experience performance evaluations in demonstration of mastery of the Uniform Core Curricula relating to standard 1.2
- Program candidates' Florida Teacher Certification Exam subtest results at the competency level also related to standard 1.2
- Program candidate data admitted under the 10% waiver from standard 1.1, and
- Other data results under consideration by the program

Please notice on page 5 of the Initial Program Approval Standards document under indicator 3.1 criterion 1 that the first three bullets address “completers,” while the last five bullets address “candidates.” Please note, as indicated by the final bullet, that you are not limited to only these specified data elements. Other data of interest to your program may be collected and analyzed for continuous improvement.

Let me reiterate, in Standard One you have previously described the data collection process for each of the bulleted items under indicator 3.1 criterion 1. Now, you will focus on “how” aggregated candidate and completer data will be reviewed and analyzed by the program on an annual basis for continuous program improvement. Once again, note that the corresponding indicators from Standard One in which each of the bulleted requirements have been previously addressed are noted in parentheses after the requirements in Standard Three for reference. The difference between Standard One and Standard Three is that in Standard One, you will describe the process or plan for assessing, reporting, collecting, and monitoring individual candidate and completer data, and in Standard Three you will describe the process for the annual review and analysis of aggregated data and how this data will be used for continuous improvement.

Criterion # 2: Criterion 2 of Standard 3 indicator 3.1 is also located on page 5 of the Initial Program Approval Standards. This criterion asks for a detailed description of how the program will analyze the aggregated candidate and completer data to determine which area or areas of the program have needs or weaknesses that will require changes or improvements. Some leading “W” questions may be helpful to you in this process: Who are the participants? What are the steps in the process? When does this process take place? How are the areas of need determined for consideration for program improvement? Where does this process take place?

#### Slide 16: Indicator 3.2

Indicator 3.2 of standard 3, located on page 5 of the standards document, states, “The program uses results of data collection to enhance program elements and capacity.” This indicator has 2 criteria.

Criterion # 1 – Criterion 1 of indicator 3.2 asks that you describe, based on aggregated data gathered on program candidate and completer performance and impact, as well as the areas of need or weakness determined for the program, how you will use that aggregated data to drive

programmatic improvements to expand, enhance or change the program's capacity or ability to meet and achieve the state's educational goal to produce effective teachers.

Criterion # 2 – Criterion 2 of indicator 3.2 requests that you provide a description of the program stakeholders' roles and responsibilities and how stakeholders' input will be utilized in programmatic decision-making. Keep in mind that stakeholders can be both internal and external groups, as well as individuals such as program graduates, school district personnel, classroom teachers, principals, community agencies and business representatives.

#### Slide 17: INITIAL APPROVAL FOLIO SUBMISSIONS

Now that I have discussed the Initial Approval Standards and what should be included in your initial folio, let's take a look at the submission process, procedures and instructions.

#### Slide 18: Step 1

In Step 1 of the folio submission process, institutions interested in seeking state-approval of a teacher preparation program will submit to the Office of Educator Preparation, the Request to Submit Form. This form is located on the Department's website at <http://www.fldoe.org/teaching/preparation>. Institutions should submit this form for each program it plans to seek initial approval. This form must be completed and submitted one month prior to the folio submission date. During this first year of accepting program folios, we will allow institutions to submit folios on an ongoing basis. The Request to Submit Form will still need to be submitted one month prior to the submission of the folio. After this first year, we will move to a quarterly submission process. The quarterly folio submission due dates will be: January 15, April 15, July 15 and October 15 of each year.

The Request to Submit Form requires the signature of the Institution's President or whoever has the legal authority to sign for the President acknowledging that submission of the program folio meets the criteria on this form, as well as identifying the Certification Ombudsperson and the entity that will be responsible for this program. Examples of entities that may be responsible for a program are the College of Education or the School of Arts & Sciences within an institution. The Request to Submit Form and any required documents in support of this form can be submitted via email to: [EdPrepFolio@fldoe.org](mailto:EdPrepFolio@fldoe.org). An incomplete Request to Submit Form will be returned to the institution for completion prior to processing. If you need technical assistance with the completion and/or submission of this form, please feel free to contact me Tonya Jones. My contact information is provided later in this presentation.

#### Slide 19: Step 2

In step 2 of the folio submission process, the completed folio will be submitted to the Office of Educator Preparation. Our office is working with developers for you to be able to submit your program folios via the eIPEP system in the future. Once this process is complete and implemented, you will be informed and a technical assistance webinar will be provided. However, at this time, you will need to submit your program folios by email to

[EdPrepFolio@fldoe.org](mailto:EdPrepFolio@fldoe.org) or mail an electronic storage device containing all required documents of the folio to:

Florida Department of Education  
Office of Educator Preparation  
325 West Gaines Street, Suite 126  
Tallahassee, FL 32399-0400

The order of the submitted folio should chronologically follow the designated order of the standards and indicators on the Initial Program Approval Standards document. The program should address each standard and the correlating indicators and criteria in narrative form, as well as provide any applicable supporting documents such as charts, graphs, or matrices.

#### Slide 20: Folio Review

Per State Board Rule 6A-5.066, the Department will conduct a review of each folio within 90 days of submission. Additionally, the Department shall notify the institution or private provider in writing of the:

1. Receipt of the electronic folio and
2. Any missing or deficient elements of the folio.

If a folio does have missing or deficient elements, institutions will have a period of 60 business-days after being notified to submit supplemental information or documentation to address the deficits.

Once the program folio has been submitted, received and found to be complete, the folio will be reviewed based on the requirements of each standard.

#### Slide 21: Ratings

During the review process, ratings will be assigned for each standard's indicators as either "acceptable or unacceptable." The Scoring Guide that will be used to determine these ratings and its descriptors is located on page 6 of the Initial Program Approval Standards document.

The overall approval rating of the program standards is a summation of its indicators. There are two possible overall approval ratings a program may receive after the folio review process: Fully Approved or Denied. Notification of approval or denial of approval for each program folio submitted will be sent to the institution or private provider in the form of a report.

If a program folio receives a rating of denial of approval, the report will identify the reasons for the denial and any deficiencies and/or weaknesses found. If a folio yields an overall rating of denial of approval, the program unit may resubmit the folio at a later date. The entire folio including ALL standards and indicators - even those standards and indicators deemed "acceptable" in the previous review - must be resubmitted.

Once a program folio receives an overall rating of "fully approved," a 5-year approval cycle is established for that program. The effective date of a program's approval cycle is July 1 of the year in which the folio is approved. A program's ending or expiration date is June 30 of the final

year in the 5-year cycle. At the end of the 5-year cycle, programs will go through the continued approval process. Note – for institutions that already have at least one state-approved program, the new fully approved program will have the same continued approval period as all other programs within the institution.

#### Slide 22: Helpful Hints and Reminders

Helpful hints and reminders:

1. In all planning and assembly stages of your program folio, it is important to obtain the input of all faculty and/or staff to ensure that the folio contains and addresses all required standards and elements and is representative of the program.
2. Review Section 1004.04 of the Florida Statutes and State Board of Education Rule 6A-5.066 to ensure that all state requirements have been addressed and submitted in your folio.
3. Visit the Educator Preparation website at <http://www.fldoe.org/teaching/preparation> and make use of the posted technical assistance documents.
4. Use the sample matrices templates located on the Educator Preparation website.
5. Ensure that all required and/or necessary evidence is included and documented.
6. Make sure that the chronological order of your program folio corresponds with the order of the Initial Program Approval Standards document, Form ITP IAS-2015.
7. Clearly explain the information required for each standard and indicator with adequate detail.
8. Consolidate information in charts, tables, and matrices whenever possible.
9. Be concise and succinct but sufficiently detailed to provide evidence that the standard and indicator are addressed so that a rating of “acceptable” is achieved.
10. Incorporate a labeling system to include a table of contents and page numbers, including the appendices, to make it easier for reviewers to follow and reference your folio.

#### Slide 23: Audience Participation

At this time, I would like to address your questions, comments, or concerns.

#### Slide 24:

Thank you for your efforts to prepare effective teachers for the state of Florida. We all benefit from this very worthwhile and important process because we have such a vested interest in what we do, but the ultimate benefactors are our Florida P-12 students!

#### Slide 25: Contact Information for Educator Preparation Staff

On behalf of Educator Preparation, we appreciate your participation in the Initial Program Approval Training. As always, if you have any questions or concerns, please contact the Office of Educator Preparation. We look forward to working with you.