

FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS’ TECHNICAL ASSISTANCE FOR EACH CRITERION

A program’s application is the blueprint for program implementation. The program’s blueprint shall provide the plans and processes for operation, including delivery, curriculum, assessments, field experiences, data collection and continuous improvement. The purpose of this document is to provide technical assistance to postsecondary institutions in the development of an initial teacher preparation program (ITP) application. The components of the program application will address each of the initial approval standards and its corresponding indicators and criteria in detail. In addition, throughout this document, a deeper explanation of each standard’s criterion is provided in “blue” to assist in developing the program application.

Brief descriptions of the four program approval standards are as follows:

- *Standard 1* concentrates on the quality of selection for teacher candidates admitted to the program.
- *Standard 2* addresses the processes for ensuring program candidates and completers are prepared to instruct prekindergarten through grade 12 students to meet high standards for academic achievement.
- *Standard 3* covers how the program will ensure high-quality field & clinical experiences will be provided for each program candidate.
- *Standard 4* focuses on program effectiveness and how data will be used to make program improvements.

To assist with *supporting evidence*, the Florida Department of Education provides the following:

(1) Data via the electronic Institutional Program Evaluation Plan (eIPEP) portal:

- Employment/Retention Data
- Student Performance/Value-added Model (VAM) Data
 - Reading/ELA Grades 4-10
 - Mathematics Grades 4-8 and Algebra (Grade 9 only)
- Annual Program Performance Report (APPR)
 - Placement rate of program completers
 - Rate of retention for employed program completers
 - Student performance on statewide assessments: in-field program completers’ impact on p-12 student performance
 - Student performance by subgroups (White, African American, Hispanic, Asian, Native American, students qualifying for free/reduced lunch, students with disabilities and English language learners)

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

- Teacher evaluation results on program completers
- Critical teacher shortage area (increased production) (Bonus)

(2) Reporting Tool:

- *Results Analyzer* – Tool provided to state-approved educator preparation programs with the following features:
 - Create relevant and timely reports on candidate and institution Florida Teacher Certification Examination (FTCE) results
 - Customize data queries to align with institution goals and areas of interest
 - Aggregate performance data across testing program years
 - Export data to Microsoft® Excel or other report software and print graphics
 - Analyze candidate and institution data for numerous variables (including self-reported data such as gender and ethnicity)

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

A program application shall contain the following:

Standard 1. Quality of Selection

The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession.

Indicator 1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1004.04(3)(b), Florida Statutes, prior to admission, ensuring candidates have a Grade Point Average of at least a 2.5 on a 4.0 scale; and passing score on the General Knowledge Examination in accordance with Rule 6A-4.0021, F.A.C.

For programs waiving these admission requirements for up to 10 percent of the candidates admitted, the program must track the progress and status, and provide assistance to any individual who was admitted under the 10% waiver provision.

1.1.1: The program describes admission requirements and procedures used to determine candidates have met the admission requirements outlined in section 1004.04(3)(b), F.S.

The institution shall identify the admission requirements candidates must meet prior to being accepted into the program. The program must also describe the procedures for determining candidates have met the following:

- (1) Admission requirements specified in section 1004.04(3)(b), F.S., as follows:
 - a) Have a grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined by State Board rule or any college or university otherwise approved pursuant to State Board of Education rule.
 - b) Demonstrate mastery of general knowledge sufficient for entry into the program, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination or, for a graduate level program, obtain a baccalaureate degree from an institution that is accredited or approved pursuant to the rules of the State Board of Education.
- (2) Any additional admission requirements if applicable.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

1.1.2: The program describes methods for tracking the progress and status of candidates admitted under the 10% waiver, and explains the assistance that will be provided to these individuals to ensure they will meet the requirements upon program completion (applicable at the baccalaureate degree level only).

At the discretion of the institution, the program may waive the minimum admission requirements as specified in section 1004.04(3), F.S., for 10% of candidates admitted into the program. *If the 10% waiver is not being implemented, the institution shall specify this in the program application.*

If the waiver is being used, the institution must describe how it will track which candidates are admitted under this waiver, as well as how they will be monitored to ensure they are making progress towards meeting the state's admission requirements. Information on what assistance will be provided to aid them in meeting these requirements must also be described.

Indicator 1.2 Data Collection and Reporting: The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.

1.2.1: The program describes its plan for annually collecting, monitoring and reporting data on: admitted candidates, enrolled candidates and candidate completers.

The institution shall describe the annual process for collecting, monitoring and reporting data on candidates (1) admitted into the program; (2) enrolled in the program; and (3) completed the program. A detailed description of the process shall include which office at the institution will collect and report this data to the applicable data source (e.g., Board of Governors, Division of Florida Colleges, etc.) and how these data are monitored annually. (Private institutions report their candidate and completer data through the electronic Institutional Program Evaluation Plan (eIPEP) platform.)

Guiding questions for collecting, monitoring and reporting data:

- When it will occur?
- Who will be doing it?
- How often and by what process/method, etc.?

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Indicator 1.3 Ombudsman: The program has a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56, F.S.

1.3.1: The program provides the following contact information for the certification ombudsman: name, title, telephone number and email address.

The institution shall provide contact information for the certification ombudsman who will be responsible for handling the procedures required for program graduates to obtain educator certification as specified in section 1012.56, F.S. The contact information must include the name, title, telephone number and email address of the institution's ombudsman.

Standard 2. Quality of Content Knowledge and Teaching Methods

The program ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement.

Indicator 2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery of the Uniform Core Curricula (UCC) in the candidate's certification subject area(s) during coursework and field experience(s).

2.1.1: The program shall indicate how it will instruct and assess each candidate's progress and mastery of the Uniform Core Curricula (UCC) in coursework and field experiences, as defined in Rule 6A-5.066(1)(ff) to include:

- Florida Educator Accomplished Practices (FEAPs);
- State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.A.C.;
- Scientifically-researched and evidence-based reading instruction (*satisfied by Reading matrix*);
- Content literacy and mathematical practices;
- Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.;
- Strategies appropriate for instruction of students with disabilities; and
- School safety.

The program will create appropriate curriculum maps and matrices to identify how the program will instruct and assess candidates on the UCC. Sample curriculum maps and matrices for the Florida Educator Accomplished Practices (FEAPs), the Reading Endorsement Competencies (REC), the English for Speakers of Other Languages (ESOL) Competencies and the other UCC areas (e.g., Florida

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Standards, content literacy and mathematical practices, etc.) are available at [Educator Preparation](#). Additional information concerning the Florida Standards; and content literacy and mathematical practices can be found at <http://www.cpalms.org/Public/search/Standard>. Each program is responsible for ensuring that their candidates are prepared to understand and teach the Florida Standards for the subject(s) and grade levels in which the candidate is being prepared to teach.

Reading Competencies:

Each program is required to submit a reading matrix that addresses specified reading competencies as noted below:

- ITP candidates completing a Reading endorsement program shall be prepared in reading endorsement competencies one (1) through five (5).
- ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), reading (K-12) and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4).
- ITP candidates in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in reading endorsement competencies one (1) and two (2).
- Candidates completing a Professional Training Option (PTO) shall be prepared in reading endorsement competency two (2).

ESOL Competencies:

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

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

All other programs are required only to include a 3-semester hour college credit overview or survey ESOL course which must be identified within the application. This course shall address, at an awareness level, the five ESOL areas specified in Rule 6A-4.02451, F.A.C. No ESOL matrix is required.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Other Endorsement Areas:

A matrix describing the critical tasks (or assignments) and assessments during coursework and field experiences for the competencies and skills is required for all other endorsement areas. Other than reading and ESOL, specific *Competencies and Skills for Teacher Education* are not outlined in State Board of Education rule. Instead, a program seeking to include these other endorsement areas shall identify within the application narrative the appropriate national or professional association standards associated with the endorsement area, and create a matrix that includes those national standards' *competencies and skills*. The matrix shall include how the program will address and assess the individual competencies and skills, while also considering the Florida certification course requirements found under the *academic endorsement* section located at <http://www.fldoe.org/teaching/certification/certificate-subjects/>. If needed, please contact edprefolio@fldoe.org for assistance.

Indicator 2.2 Passing Results on FTCE: The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.

2.2.1: The program describes how it will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion, including the appropriate Subject Area examination(s) and the Professional Education examination.

The program shall describe how it is preparing candidates so they have a secure knowledge of the content that will be covered in all of the certification exams required for a Florida professional educator's certificate. Strongly consider the following Guiding Questions: What specifically is the program doing to ensure its candidates will be successful in passing the FTCEs on the first attempt? How is the program specifically preparing candidates in coursework to pass each subtest of each FTCE?

2.2.2: The program provides curriculum maps, showing how the coursework is aligned to the Competencies and Skills for Teacher Certification prescribed in Rule 6A-4.0021, F.A.C., for the following FTCEs:

- Subject Area(s) identified in the program application
- Professional Education

The program shall provide curriculum maps identifying what course(s) address and assess each skill within each competency for each of the program application certification subjects. (For example, if the program is addressing both Elementary Education and

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Exceptional Student Education, a curriculum map is required for each of the certification content areas.) In addition, a separate curriculum map is needed for the Professional Education examination for **only** Competencies 7 & 8 since these competencies are not addressed in the Florida Educator Accomplished Practices (FEAPs). Sample curriculum map templates are available on the [Educator Preparation](#) website.

Note: After completing the curriculum maps, review how well your curriculum covers the knowledge and skills assessed by the applicable examination to determine if any changes in the curriculum may be needed to better prepare candidates for testing. Ensure that the most current edition of the *Competencies and Skills Required for Teacher Certification in Florida* is being used when developing your curriculum maps for your program application. This information is available on the Postsecondary Assessment's website (<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/tdi/comps-and-skills.shtml>).

Indicator 2.3 Two-Year Guarantee: The program will monitor and remediate program completers who were referred by the employing school district during the first two years immediately following program completion.

2.3.1: The program describes a plan to monitor and remediate program completers who were referred by the employing school district during the first two years immediately following program completion.

As specified in section 1004.04, F.S., “Each teacher preparation program must guarantee the high quality of its program completers during the first 2 years immediately following completion of the program or following initial certification, whichever occurs first.” The institution shall describe the plan for how it will monitor and remediate completers who earn a final summative evaluation rating of “developing” or “unsatisfactory” on the performance evaluation and who are referred by the school district to the program for additional training. The remediation plan should also include a process for collaborating with the employing school district(s).

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance

The program ensures high-quality field and clinical experiences, including feedback and support for each program candidate, and provides candidates with opportunities to demonstrate the ability to positively impact student learning growth.

Indicator 3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel 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, meet the requirements outlined in s. 1004.04(5)(a-b), F.S.

3.1.1: The program describes its process for selecting the postsecondary faculty, and school district personnel and instructional personnel who meet the qualifications outlined in s. 1004.04(5)(a-b), F.S.

The program shall describe how program supervisors and cooperating teachers are selected. * **

3.1.2: The program describes its process for monitoring the qualifications of postsecondary faculty, and school district personnel 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.

The program shall provide a descriptive narrative explaining:

- The qualifications of the postsecondary faculty* and school district personnel**; and
- How it will monitor the qualifications to ensure that the state-mandated requirements have been met for those who instruct or supervise the field experience courses or internships.

*The qualifications 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. Annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education Rule.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS’ TECHNICAL ASSISTANCE FOR EACH CRITERION**

Per State Board Rule 6A-5.066, F.A.C., annual demonstration of experience in a relevant prekindergarten through Grade 12 (P-12) school setting means 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 student.

**The qualifications 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, F.S.;
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, F.S., or be a peer evaluator under the district’s evaluation system approved under s. 1012.34, F.S.

***Indicating the appropriate personnel must hold a valid Florida certificate is not sufficient; the documentation must specify a Florida professional certificate.

Indicator 3.2 Candidate Final Summative Evaluation: The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the partnering school district for the final summative evaluation of each program candidate’s demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings. The final summative evaluation includes an explicit focus on: student engagement in learning and participation in the lesson; impact of candidate instruction on learning during the observed lesson; specific, research-based classroom management strategies; use of formative assessment to inform instruction; differentiated instruction for English Language Learners, Students with Disabilities, and gifted needs; academic feedback and questioning; and candidate content knowledge.

3.2.1: The program shall ensure (by including a statement) that it uses its partnering school district(s)’ state-approved instructional personnel evaluation system as part of the final summative evaluation of each program candidate during the final internship. The program shall also provide either a web link or a copy of the partnering district(s)’ state-approved instructional personnel evaluation system that is being utilized.

The program shall identify its partnering school district(s) and indicate that the school district’s state-approved instructional personnel evaluation system will be utilized for the summative evaluation of its candidates during their final internships/practicums. The

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

institution shall also provide either a web link or a copy of the partnering school district's state-approved instructional personnel evaluation system. It is imperative that the institution establish a partnership with the school district(s) and become proficient in using its instructional personnel evaluation system. The intent for this requirement is to ensure that teacher candidates are familiar with your partnering district's evaluation system and are able to meet the expectations of the school district in which they are to be employed.

Indicator 3.3 Impact on Student Learning Growth: The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.

3.3.1: The program describes the content-specific formative and summative evaluation methods that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.

The program shall describe how program candidates will determine they have demonstrated positive impact on p-12 student learning growth over a significant period of time using multiple evaluation methods. For example, what formative and summative assessments (e.g., questioning strategies, student white boards, digital response clickers, exit tickets, pre-assessments and post-assessments) will candidates use to assess their impact on student learning during instruction in the p-12 classroom? Consider how candidates can determine p-12 student learning is occurring on a daily basis as well as after a unit lesson has been taught.

Indicator 3.4 Feedback: The program will provide feedback to program candidates on their performance in field experiences which includes: evidence of student learning, strategically builds on prior feedback and identifies key action steps for improvement.

3.4.1: The program describes how candidates receive feedback on their progress through field experiences. Feedback shall include, at a minimum:

- Evidence of student learning;
- Strategically builds on prior feedback; and
- Identifies key action steps for improvement.

The program shall provide a detailed description of how program candidates will receive feedback on their performance in field experiences/internships, including who provides the feedback, and how often candidates are observed and feedback provided. The feedback must include a clear link to evidence of student learning during each observed lesson, strategically builds on previous

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS’ TECHNICAL ASSISTANCE FOR EACH CRITERION**

feedback and identifies key action steps for improvement. It is important that the program’s observation and feedback practices consistently provide accurate feedback and support so that all candidates will become effective teachers so that learning can occur for every student.

In addition, strongly consider the following guiding questions:

- Is training on actionable feedback provided by the program to university/college supervisors and cooperating teachers?
- How consistent is the feedback provided to the candidates by the university/college supervisors and cooperating teachers?
- Is the feedback (both written and oral) provided to the candidates accurate, constructive, actionable, and likely to lead to improvements in teaching and learning practices?

Indicator 3.5 Field Experience Settings: The program will select and monitor settings for teacher candidates to gain practical experience for developing effective teaching skills in schools that are high performing and/or improving with a diverse population of prekindergarten through grade 12 (p-12) students.

3.5.1: The program describes the process or plan for 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 high-performing and/or improving schools with a diverse population of p-12 students.

The program shall provide a descriptive narrative explaining how high-performing p-12 settings are selected and monitored. Programs must ensure that the selected settings for field experiences represent a diverse population of p-12 students. Examples of diverse populations may include schools that serve or include populations such as urban, rural, low socio-economic status, English language learners, students with disabilities, etc.

High-performing placements ensure that teacher candidates gain substantial practical experiences to develop their teaching skills effectively in schools that are high performing and/or improving. “High-performing” schools are those with a school grade of A or B. “Improving” schools are those that have improved a letter grade from the prior year.

In addition, strongly consider the following guiding questions:

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS’ TECHNICAL ASSISTANCE FOR EACH CRITERION**

- When in the school year are candidates placed in field experiences? Ideally, candidates should experience the beginning and the end of the school year. Even if the final field experience does not occur until the spring, the candidates could have field experiences that occur during the first two weeks of the school term to experience “beginning of year” procedures.
- How many field experiences are provided to candidates and what are the lengths of the field experiences?
- How is the program ensuring the candidates are placed in field settings that represent a variety of diverse populations?
- How is the program partnering with school districts to ensure candidates are being placed in field settings that represent high-performing and/or improving schools?

Standard 4. Quality of Program Performance Management

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

Indicator 4.1 Program Progress and Performance Monitoring: The program will collect and use multiple sources of data to monitor program progress and performance.

4.1.1: The program describes the annual process for how it will collect aggregated data on program candidates and program completers to use for monitoring purposes on each of the following:

- Impact of p-12 student learning for all employed program completers (*identify the specific types of p-12 student learning data you will collect*);
- Program completers’ performance as evidenced by the Annual Program Performance Report Card (APPR);
- Assistance provided to any program completer as a result of the 2-year guarantee;
- Impact of p-12 student learning for all program candidates during field experiences (*identify the specific types of p-12 student learning data you will collect*);
- Program candidates’ culminating field experience performance evaluations in demonstration of mastery of the UCC;
- Program candidates’ FTCE subtest results at the competency level;
- Program candidate data admitted under the 10% waiver; and
- Other data results under consideration by the program (if applicable).

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Describe each of the following:

Impact of p-12 student learning for program completers:

The program shall identify quantitative p-12 student learning aggregated data and the collection process that will be used to monitor program completers' impact on student learning within the first year of teaching after program completion. For program completers employed in Florida public schools who teach reading/language arts in grades 4 through 10 or teach mathematics in grades 4 through 8 (and Algebra I in grade 9), the institution shall utilize completers' Value-Added Model (VAM) data to evaluate and analyze program completers' impact on p-12 student learning (available within the eIPEP platform). For completers who teach in subject areas and grade levels not assessed by statewide assessments, the institution shall collaborate with their partner school districts to gather p-12 student learning data. For completers who are employed in private or out-of-state schools, institutions are strongly encouraged to reach out to the principals at the schools and program completers to obtain p-12 student learning data. Other methods of assessing student performance might include national assessments results, student learning goals established by the school and/or district, and district-wide assessments. Please note that surveys from employers and program completers may be used in addition to the data cited above, but cannot be the sole source of p-12 student learning data.

Program completers' performance as evidenced by the APPR:

The program shall describe its process for how it will collect the data from the APPR (e.g., placement rates, retention rates, teacher evaluation results, etc.) to monitor the progress of its program completers.

Assistance provided to any program completer as a result of the 2-year guarantee:

The program shall describe its process for how it will collect the data on the assistance provided to program completers who are referred to the program by the school district for additional training.

Impact of p-12 student learning for all program candidates during field experiences:

The program shall identify the p-12 student learning aggregated data and the collection process that will be used to monitor program candidates' impact on p-12 student learning growth. For example, what formative and summative assessments (e.g., questioning strategies, student white boards, digital response clickers, exit tickets, pre-assessments and post-assessments) will candidates use to assess their impact on student learning during instruction in the p-12 classroom?

Program candidates' culminating field experience performance evaluations in demonstration of mastery of the UCC:

The program shall describe how it will collect the performance evaluation results of the program candidates during their final internships/practicums to ensure candidates are able to demonstrate mastery of the UCC.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Program candidates' FTCE subtest results at the competency level:

The program shall describe how it will collect program candidates' subtest results on the FTCE at each competency level. (Upon state-approval, programs will receive access to the *Results Analyzer* tool, which will support their efforts in gathering and monitoring these data.)

Program candidate data admitted under the 10% waiver:

The program shall describe how data will be collected for those candidates admitted under the 10% waiver. *If the 10% waiver is not being implemented, the institution shall specify this in the program application.*

In addition, strongly consider the following guiding questions:

- When will data be collected?
- Who will be collecting the data?
- How will data be stored (e.g., eIPEP, *TaskStream*, *LiveText*, *Results Analyzer*, etc.)?

Indicator 4.2 Candidate Performance Monitoring: The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.

4.2.1: The program describes the process or plan for monitoring:

- Candidate's performance on the Uniform Core Curricula (UCC) in coursework and field experiences;
- 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;
- Candidate's impact on student learning growth; and
- Other program expectations (if applicable).

The institution shall describe its process for how it will monitor candidate performance on each of the bulleted items listed above to ensure that candidates are meeting program performance expectations. The narrative shall also include information on the role(s) and responsibilities of key faculty members/committee(s) who will assist or participate in the monitoring of the candidates' performance and how often the monitoring of the candidates' information will occur. Consider what types of evidence will be gathered to monitor these areas and how they will be documented.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

In addition, strongly consider the following guiding questions:

- Are there established internal checkpoints throughout the program to ensure all candidates have met high standards before advancing through the program?
- By what method is your program tracking candidate progression (e.g., *Taskstream, LiveText, Chalk & Wire, etc.*)?

4.2.2: The program describes the process or plan for providing remediation for candidates not meeting program performance expectations.

The institution shall describe the plan for how it will assist candidates in meeting the program performance expectations. The description shall include a step-by-step remediation process to meet the individual needs of candidates.

In addition, strongly consider the following guiding questions:

- How will the program identify struggling candidates?
- How are strategic interventions determined to ensure each candidate's identified weaknesses are addressed?
- What process will be used to develop an individualized remediation plan?
- Which faculty or other personnel will assist in the remediation process?
- What resources will be needed to support struggling candidates?

Indicator 4.3 Monitoring Coursework and Field Experiences: The program will monitor the quality of coursework; connections between program coursework and field experiences; and the observation and feedback system, including clinical education training.

4.3.1: The program describes the process or plan, and the evidence used to monitor the quality of the following:

- Coursework;
- Connections between program coursework and field experiences;
- Observation and feedback provided to the program candidates by the university/college supervisors and cooperating teachers; and
- Training provided to both university/college supervisors and cooperating teachers who supervise program candidates.

The program shall describe how it will monitor the quality of the bulleted items described in Criterion 4.3.1.

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

The narrative shall also include information on the role(s) and responsibilities of key faculty members/committee(s) who will assist or participate in the monitoring process and how often the monitoring will occur. In addition, the program shall describe what types of evidence will be gathered to monitor these areas and how they will be documented.

Coursework:

The program ensures candidates have a deep understanding of the content learned in coursework. The application shall detail the process it will use to monitor the quality of the coursework and its intended outcomes outlined in the syllabi.

Connections between program coursework and field experiences:

The program ensures that candidates are able to sufficiently and accurately transfer knowledge gained in coursework and demonstrate/apply it in field experiences/internships. The application shall detail the process it will use to monitor the connections between program coursework and field experiences. When explaining the process, include details on the opportunities candidates are provided to practice key teaching skills (e.g., assessment, differentiation) in field experiences; and what connections (e.g., scenarios, simulations, modeling strong instructional practices) are made in courses between course knowledge and its application to teaching practices so that candidates learn how to apply their coursework knowledge.

In addition, strongly consider the following guiding question on coursework and connections to field experiences:

- Are collaborative opportunities available for course instructors and field experience supervisors to regularly meet to discuss and monitor the connections between coursework and training, and the performance in the field experiences?

Observation and feedback provided to the program candidates by the university/college supervisors and cooperating teachers:

The program monitors the quality of the observation and feedback system to ensure this system adequately supports the development of candidates' performance in p-12 field experiences. The application shall detail the process the program will use to review evidence gathered to monitor its observation and feedback system, including how often the review will occur and by whom.

In addition, strongly consider the following guiding questions on observation and feedback:

- Are the same observation forms used by the field experience supervisors and cooperating teachers?
- Do the observation forms focus on student learning?
- Are candidates receiving feedback on a regular basis from the field experience supervisors and cooperating teachers?

**FLORIDA DEPARTMENT OF EDUCATION
INITIAL TEACHER PREPARATION (ITP) PROGRAMS
INITIAL PROGRAM APPROVAL STANDARDS' TECHNICAL ASSISTANCE FOR EACH CRITERION**

Training provided to both university/college supervisors and cooperating teachers who supervise program candidates:

The program monitors the quality of training provided to individuals supervising program candidates' performance in p-12 field experiences/internships. The application shall detail what types of training will be provided to faculty supervisors and cooperating teachers; how often training and re-training will be provided; and who will provide the training.

In addition, strongly consider the following guiding questions for training:

- How are field experience supervisors and cooperating teachers trained and supported by the program on observation and feedback so accurate and consistent feedback (inter-rater reliability) is provided to candidates?
- Does the training include methods and practices of conducting high-quality observation and delivering actionable feedback?
- How are field experience supervisors trained on using the partnering school district(s)' performance evaluation system(s)?

Indicator 4.4 Continuous Improvement Process: The program has a formal system for continuous improvement that includes 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 learning including how their input will be used to support continuous program improvement.

4.4.1: The program describes how aggregated data listed in Criterion 4.1.1 will be analyzed to identify areas of needed improvements and drive decisions for programmatic enhancements.

The program shall describe how the aggregated data in Criterion 4.1.1 will be analyzed to determine the program's effectiveness in preparing pre-service teachers to positively impact p-12 student learning. The application shall identify who will analyze the data and how often the data will be analyzed. In addition, the process for how data results will be used to identify and implement programmatic improvements needs to be described.

4.4.2: The program describes the roles and responsibilities of stakeholders that will be part of the continuous program improvement process and how their input will be used for enhancing the program.

The program's continuous improvement process shall include a variety of stakeholders who will assist in the decision-making process. The institution shall identify the stakeholders who are involved in the continuous improvement process, including the stakeholder's specific roles and responsibilities. Keep in mind that stakeholders can be both internal and external groups, e.g., program faculty, program graduates, school district personnel, classroom teachers, principals, community agencies and business representatives.