New Program Approval Process
FLORIDA

The state of Florida is currently undergoing a transformation in its process for approving teacher education programs. The Florida Department of Education recently revised the "Approval of Preservice Teacher Preparation Programs" Rule (6A-5.066, FAC) to our "Public accountability and state approval for teacher preparation programs" Statute 1004.04, FS, adopted by the State Board of Education on March 19, 2006. Therefore, teacher education programs in Florida are in transition mode. Nonetheless, the attached documents show how the process operates.

Florida has a two part approval process--initial and continuing approval. The initial approval process involves reviewing program planning, design, content, delivery, and evaluation. The continuing approval process focuses on performance assessments of candidates ensuring that graduates demonstrate the required competencies and skills.

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http://www.fldoe.org/profdev/approval.asp (Program Approval Website)

The links and attached documents provide further information about program approval in Florida:

http://www.fldoe.org/profdev/pdf/2008sidebyside.pdf
Standards for Initial and Continued Approval of
Initial Educator Preparation Programs
September 2006

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III.a. Initial Approval Process

Programs may be approved only in areas and levels for which state certification coverage and endorsement are available. Initial program approval is offered for the bachelor's, master's, and post baccalaureate level of training, including endorsements, except when a higher degree is required, e.g. School Psychology and Speech Language Impaired. The master's level core of initial training may be offered within a higher degree program.

Portfolios that are submitted must include the following Uniform Core Curriculum as found in Rule 6A-5.066 (1)(b)1., 2., 3., and 4., FAC.:

- The competencies contained in the Florida Educator Accomplished Practices at the preprofessional level as prescribed in Rule 6A-5.065, FAC
- The Competencies and Skills for Teacher Certification as prescribed in Rule 6A-4.0021, FAC
- Scientifically-based reading instructional methods appropriate to the candidate's subject area(s)
- Additional content and instructional practices listed in Subsections 1004.04(2),(3), and (5), Florida Statutes

The initial program approval review consists of a peer-review process of an institution's submitted program portfolio. Each peer-review team consists of generalists and specialists who review the portfolios submitted making sure the programs are following the policies and guidelines that are stated in Statute (1004.04) and Rule (6A-5.066).

Deadlines for initial program approval folio submission to the Florida Department of Education (FLDOE) are September 1, February 1, and June 1 annually.

III. a. i. Initial Approval Standards with Reporting Requirements

Standard 1. Core Curriculum Content The curriculum content delivered in each program submitted for review includes the Uniform Core Curriculum and a state-mandated requirements.		
Criteria for Initial Program Approval	Anticipated IPEP Reporting Requirements and Implementation Process	Possible Evidence/Data Sources Pr Folios Submitted
1. Curriculum content is aligned with the Uniform Core Curriculum and a process is established to ensure consistent delivery in coursework and in field/clinical experiences.	<u>Implementation:</u> A planned sequence of assessments for student performance on the uniform core curriculum content demonstrated in field experiences and student teaching/internship is established and articulated at the program level through benchmarks, course grades, etc. <u>Anticipated IPEP Reporting Requirements:</u> Core curricular content will be reported at two points in the candidate's program. 1. Institutions will choose a "benchmark" for reporting candidates' GPA in "content courses" prior to student teaching 2. Report SAE at completion of program	▪ Matrices/Charts/Curriculum ma submitted with folio reflect whe appropriate competencies and covered in coursework and ass shown in syllabi (required) ▪ Advising sheets/catalogs; stud handbook, institutional website ▪ Student teaching internship/int evaluation forms ▪ Review of syllabi ▪ Student, faculty, and district pe interviews during initial site visi

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Criteria for Initial Program Approval	Anticipated IPEP Reporting Requirements and Implementation Process	Possible Evidence/Data Sources Pr Folios Submitted
2. Field/clinical experiences must be provided throughout the program so that candidates will be prepared to teach students from diverse cultures and of varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	Implementation A plan for showing how diversity in placement of students is documented. Anticipated IPEP Reporting Requirements: Post-placement data with a minimum of 3 placements, including one placement being student teaching/internship	▪ Description of diversity require indicated in folio
3. Program faculty are qualified to teach their assigned courses and meet state-mandated requirements for supervision of field/clinical experiences.	Implementation: A description of the method that will be used for verifying faculty qualifications for supervision is described, via the following documents: • Florida Professional Teaching Certificate • Completion of Clinical Supervision Training • 3 Years of successful teaching experience Anticipated IPEP Reporting Requirements: List of faculty members who are responsible for supervision. New supervisory faculty are added.	▪ Review of faculty vitae and cou assignments
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.	Implementation A description of how the institution will use to verify clinical educator training and successful teaching experience is documented. Anticipated IPEP Reporting Requirements: Information will be attached to the candidate's record, rather than the "supervision" piece of the IPEP.	▪ Copy of Clinical Education Tra successfully completed via cer any other official documentatio

Standard 2. Candidate Competency Each candidate in the submitted program for review will demonstrate all competencies identified in Statute and Rule		
Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Pr Folios Submitted and On-Site

Standard 2. Candidate Competency Each candidate in the submitted program for review will demonstrate all competencies identified in Statute and Rule		
Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Pre Folios Submitted and On-Site
1. Each program consistently applies state-mandated admission requirements.	Implementation: Systems are in place to monitor and track admission data including the following: ▪ Number entering program and admission point ▪ Number enrolled in the college by program and when they were admitted ▪ Number enrolled in program from year to year ▪ Number meeting admission requirements ▪ Number entering under 10% waiver Admitted - meeting all state mandated admission requirements. Enrolled - those who are fully admitted and are continuing to be enrolled A plan to remediate those students who are under the 10% waiver is articulated Anticipated IPEP Reporting Requirements: ▪ Number entering program and admission point ▪ Number enrolled in the college by program and when they were admitted ▪ Number enrolled in program from year to year ▪ Number meeting admission requirements ▪ Number entering under 10% waiver ▪ Documentation of assistance for those entering under 10% waiver is provided	▪ Summary document ▪ Description and location of adm requirements in institutional do included in folio

Standard 2. Candidate Competency Each candidate in the submitted program for review will demonstrate all competencies identified in Statute and Rule		
Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Pre Folios Submitted and On-Site
2. Indicators, methods and processes have been established to assess and collect data on candidates on the attainment of Uniform Core Curricular content in coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.	Implementation: A plan for collecting data on assessments within and across programs for student performance on Uniform Core Curriculum, including FEAPs, Competencies and Skills for Teacher Certification, reading literacy and computational skills acquisition; classroom management; school safety; professional ethics; educational law; human development and learning, understanding of the Sunshine State Standards, reading and interpretation of data, and use of data to improve student achievement, ESOL, and remediation given to students who were unable to demonstrate competencies is articulated and described. Anticipated IPEP Reporting Requirements: ▪ Student demonstration of the FEAPs prior to student teaching and after student teaching aggregated by program ▪ Demonstration of competencies and skills ▪ Pass rates on FTCE subject area examination by program ▪ Standard Reports ▪ Documentation of remediation given to those students who were unable to demonstrate these competencies is provided	▪ Summary document ▪ Description of how candidate's sources will be maintained is in folio submitted ▪ Student, faculty, and district pe interviews during initial site visi
3. Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data within field/clinical experiences and during the first year of teaching.	Implementation: A plan for assessing candidate's impact on P-12 learning based on student achievement data during the initial year of teaching. Anticipated IPEP Reporting Requirements Annual data is collected and aggregated by program of ▪ Summative data on impact on P-12 learning using FCAT or other available assessments	▪ Summary document ▪ Description and/sample of surv ▪ A copy of the employer satisfac is included in the folio ▪ Student, faculty, and district pe interviews during initial site visi

Standard 2. Candidate Competency Each candidate in the submitted program for review will demonstrate all competencies identified in Statute and Rule		
Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Pre Folios Submitted and On-Site
4. The program has developed a process to provide assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching.	<u>Implementation:</u> Documentation of assistance and results of assistance provided to program completers who will not meet employer satisfaction in their first two years of teaching, as requested by school district, will be described <u>Anticipated IPEP Reporting Requirements</u> Documentation of assistance and results of assistance provided to program completers who did not meet employer satisfaction in their first two years of teaching, as requested by school district in narrative form	▪ Summary document ▪ A sample remediation plan is in the folio ▪ Student, faculty, and district pe interviews

Standard 3. Continuous Improvement

The program submitted for review plans for the implementation process to ensure that continuous program improve made once program is approved.

Criteria for Initial Program Approval	Implementation Process and Anticipated IPEP Reporting Requirements	Possible Evidence/Data Sources Pr Folios Submitted and On-Site
1. The program philosophy and objectives take into account the needs of the state and districts served.	Implementation: Description of responsiveness to the needs is documented. Anticipated IPEP Reporting Requirements: ▪ Unified list of needs across institutions ▪ Changes made based on district/state needs in narrative form	A description of the following is include submitted: ▪ Input from service area partner ▪ State level teacher quality/worl ▪ Student achievement data ▪ Program use of faculty experie ▪ Current research
2. A process has been established to determine employer satisfaction with the level of preparedness of program completers for the first year of teaching, including the rehire rates for program completers and the length of stay in the classroom.	Implementation: Description of the process of determining employer satisfaction with level of preparedness of the first year of teaching, including rehire rates is documented. Anticipated IPEP Reporting Requirements: ▪ Unified survey will be created	▪ Summary document
3. A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of teaching.	Implementation: Description of the process of determining completer satisfaction with level of preparedness of the first year of teaching is articulated/. Anticipated IPEP Reporting Requirements: ▪ Unified survey will be created	▪ Copy of completer satisfaction ▪ Summary document
4. A process for decision making for continuous improvement is articulated based on state-mandated requirements.	Implementation: A description of the process of decision-making using collected data within and across programs will be included.- Anticipated IPEP Reporting Requirements: ▪ An annual executive summary of institutional performance based on data from the IPEP will be submitted	▪ Employer satisfaction survey is the folio ▪ Summary document

III.b. Continued Approval Process

The continued approval process consists of two main monitoring reviews: the Institutional Program Evaluation Plan (IPEP) (completed and submitted annually by the institution) and the onsite visit (occurs at a minimum every seven years). In preparation for the onsite visit, the institution will prepare a document summarizing the institution's performance during the approval period as explained below.

Continued approval is described as follows in 6A-5.066, FAC and 1004.04(5), Florida Statutes:

Continued approval of each initial educator preparation program shall be based upon the Department's review of the institution's institutional program evaluation plan (IPEP), which is the institution's description of its continuous improvement of the program(s) throughout the approval period as described in Subsection 1004.04(5), Florida Statutes. The IPEP shall be based upon an annual internal analysis of collected data and published annually for the general public. The IPEP shall include at a minimum, data from each year of the program approval period collected by the teacher education unit for candidates in each approved program and across all programs approved at the institution. The IPEP data must include, but is not limited to:

A. Candidates' admission and FTCE pass rate data required in Section 1004.04, Florida Statutes;

B. Candidates' demonstration of teaching competencies included in the Uniform Core Curricula described in paragraph (1)(b) of this rule and additional performance indicators specified in Subsection 1004.04(5), Florida Statutes;

C. Program completers' impact on student learning and satisfaction with their preparedness for the first year of teaching in a Florida school based school upon completing an approved program; and

D. The satisfaction level of employers of program completers with the level of preparedness for the first year of teaching, including the rehire rates of program completers.

Institutional Program Evaluation Plan

The institution should be assessing annually, using the IPEP data to improve candidate performance, faculty instructional practices, and overall institutional performance.

[Expectations for data to be reported in IPEP include the following}:

- Timelines
- Types of performance data for candidates and candidate completers
- Data points
- How this will look/be submitted electronically
- Which data will be collected by the state, at what point will the data be collected, and how are these data made available to institutions
- List of indicators from 1004.04(5)

III. b. i. Continued Approval Standards with Reporting Requirements

Standard 1. Core Curriculum Content The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other sta mandated requirements.		
Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Present Site *Note: Some documents will have to be required on sit others may be requested or used as possible evidence review by the team*
1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.	▪ Institutions will choose a "benchmark" for reporting progress of candidates demonstrating core curriculum at benchmark prior to student teaching/internship and report core curricular content attainment at program completion. ▪ Institution identifies and implements publication process	▪ IPEP Reports (required) ▪ Summary document (required) ▪ Matrices revised since initial approval (re show implementation of the new standar ▪ Assessment System ▪ Advising sheets/catalogs, student teachi handbook, institution websites ▪ Student, faculty, and district personnel in ▪ Course syllabi ▪ Published document describing qualitati quantitative requirements for initial educ preparation program completion are revi necessary
2. *Field/clinical sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	Annual data for diversity of placement of students in field/clinical experiences. ▪ Post-placement data with a minimum of three (3) placements: one placement being student teaching/ internship	▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel in
3. Faculty meet state-mandated requirements for supervision of field/clinical experiences *field/clinical includes field experiences, practica, student teaching and internship	List (roster) of faculty members who are responsible for "supervision" of field/clinical experiences. Records are kept on faculty requirements; baseline faculty data entered into IPEP and only changes are documented annually. ▪ FL Professional Certificate, ▪ Previous Clinical Supervision Training, or ▪ 3 Years successful teaching experience	▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel in ▪ Review of vitae based upon IPEP data
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.	Data for verification of clinical educator training of school district personnel. Records are kept verifying school district personnel meet requirements for cooperating teachers. Information will be attached to the candidate's record. Information will be attached to the candidate's record, rather than the "supervision" piece of the IPEP.	▪ IPEP Reports (required) ▪ Summary document (required) ▪ Student, faculty, and district personnel in

Standard 2. Candidate Competency Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.		
Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Present
1. Each program consistently applies state-mandated admission requirements.	Summer, Fall and Spring = academic year Admission and enrollment data will be collected including the following : Number entering program at admission point Number enrolled in program from year to year Number entering under 10% waiver <u>Admitted</u> – meeting all state-mandated admission requirements <u>Enrolled</u> –those who are fully admitted and are continuing to be enrolled Teacher Education File data come from Florida Board of Governors; Division of Community Colleges; online data entry for private institutions	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Summary results of students utilizing waive competency demonstration, retention in an ▪ completion of the program ▪ Remediation for students admitted under 1
2. Candidate evidence of attainment of Uniform Core Curricular content is assessed and data are collected from coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations. Note: These standards reflect data collection practices rather than analysis.	Data are collected on assessments for student performance on the core curriculum content and competencies in field/clinical experiences and initial teaching experiences. Reporting point –Mastery program completion ▪ Final assessment of Uniform Core Curriculum, including FEAPs, Competencies and Skills for Teacher Certification, reading literacy and computational skills acquisition; classroom management; school safety; professional ethics; educational law; human development and learning, understanding of the Sunshine State Standards, reading and interpretation of data, and use of data to improve student achievement, and ESOL ▪ Institution determines benchmark(s) Standard Reports must be used for 90% passing scores on FTCE ▪ Standard Report (FLDOE), Title II data ▪ FTCE pass rates aggregated by program and by Unit Documentation of remediation given to those students who were unable to demonstrate these competencies is provided ▪ Summary description of remediation efforts	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel i ▪ Candidate data sources

Standard 2. Candidate Competency Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.		
Criteria for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Present
3. Candidates demonstrate impact on P-12 student learning based on student achievement data within field/clinical experiences and during the first year of teaching.	Annual data are collected and aggregated by program of ▪ Data on impact on P-12 learning during clinical/field experiences Data collection of candidate's impact on P-12 learning during the first year of teaching ▪ Data Collection of candidate's impact on P-12 learning using FCAT and/or other assessments created over time	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel i ▪ Candidate data sources
4. The program documents the assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching.	Documentation of assistance and results of assistance provided to program completers who did not meet employer satisfaction in their first two years of teaching, as requested by school district. ▪ Description of assistance	1. Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel i ▪ Candidate data sources

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Criterion for Continuing Program Approval	IPEP Reporting Requirements	Possible Evidence/Data Sources Preser
1. The program remains responsive to the needs of the state and districts served.	▪ Description of responsiveness to needs and changes made based on district/state needs (narrative format)	Summary document and IPEP including the fo ▪ Input from service area partners ▪ State level teacher quality/workforce da ▪ Student achievement data ▪ Program use of faculty experience data ▪ Current research
2. Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the rehire rates of program completers and length of stay in the classroom.	Annual internal analysis of employer satisfaction with level of preparedness the first year of teaching and rehire rates aggregated by program. o Analysis of data o Survey results (Need unified COE/DOE survey)	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel
3. Program completers indicate satisfaction with the level of preparedness for the first year of teaching.	Annual internal analysis of completer satisfaction survey data as described in the IPEP and other data collected by the individual institution. o Analysis of data o Survey results (Need unified COE/DOE survey)	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Student, faculty, and district personnel
4. Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.	Yearly executive summary of institution performance based on IPEP data ▪ Document improvements that have been made as a result of internal evaluation ▪ Results of recent faculty experiences in P-12 setting are documented Describe continuous improvement based upon data collected. ▪ Summary document	▪ Summary document (required) ▪ IPEP Reports (required) ▪ Faculty interviews