Board of Governors, State University System of Florida

Specialized Admissions Status
Initial Approval Request Form

In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Elementary Education

CIP CODE 13.1202 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   - ☒ Limited Resources (if approved, the status will last a maximum of four years)
   - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University Elementary Education undergraduate program respectfully requests the admission of 60 students each academic year due to the resource demands of maintaining a state approved teacher education program. The program is currently approved for Limited Access admissions of 60 students a year. There would be no change in current admissions procedures [https://education.fsu.edu/teacher-ed-admissions](https://education.fsu.edu/teacher-ed-admissions) If more than 60 applications are received, applicants are ranked according to the rubric score of their essay added with their GPA. This number is used to rank the top 60 applicants.

Rationale
The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a Florida Professional Educator’s Certificate are considered met. Currently, the FSU College of Education Elementary Education program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:
Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the Elementary Education program faculty have designed an intensive series of field experiences that includes 614 hours in local elementary schools prior to internship. The final internship, also known as student teaching, is a 15 week, 600 hour placement in an elementary school classroom which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.

The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4th largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:
1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year’s teacher evaluation
5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 125 classroom teachers in Leon County Schools on the district-maintained list. If the Elementary Education program admits 60 students each year, 180 placements are needed. The College is currently coordinating with Wakulla County Schools, as well as Florida State University Schools to provide the additional placements. Accepting more students than 60 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Since the FLDOE requires Elementary Education state approved programs to include the coursework and field placements required by the ESOL endorsement, program students also need to have field placements in classrooms with English Language Learners (ELLs). In general, the ELL population in Leon County is around 3%. The statewide average is approximately 10% with other districts having upwards of 19% of students being ELLs. We are currently at capacity with ELL placements in Leon and Wakulla Counties.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years 1 and 2 of employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the Elementary Education BS program is currently 98%. This high graduation rate mean that
more students are fully prepared to meet the critical teacher needs in the state of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The largest resource needed by the Elementary Education program is access to state and district approved classroom placements. This resource cannot be impacted by Florida State University since the resource is external in nature.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The program is currently approved for Limited Access and thus, no changes to admissions requirements are being proposed. The College continues to work with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Since the program is currently approved for Limited Access and no admissions changes are being proposed, we do not believe that the current race and gender profile will be impacted by approval for Specialized Admissions. In fact, the Elementary Education program has focused on increasing the racial diversity of the undergraduate program over the past five years with measurable results. The racial diversity has improved from less than 10% of students being from underrepresented populations to the Fall 2022 upper-division admission class being composed of 36% of students from underrepresented populations.
Required Signatures

DocuSigned by:

Amy Guerette
Requestor/Initiator

DocuSigned by:

Damon Andrew
Signature of College Dean

DocuSigned by:

Renée Gibbs
Signature of Campus EO Officer

DocuSigned by:


Signature of Provost

Signature of Chair of the
Board of Trustees

Date Approved by the Board of Trustees

Date

Date

Date

Date

Date

8/11/22

8/9/22


The 2021 Florida Statutes

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1004
PUBLIC POSTSECONDARY EDUCATION

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—

(a) The Legislature recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education.

(b) The intent of the Legislature is to require the State Board of Education to maintain a system for development and approval of teacher preparation programs which allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers with the competencies and skills necessary to achieve the state education goals; help all students in the state’s diverse student population meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
2. The use of state-adopted content standards to guide curricula and instruction.
3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language learners.
6. Strategies appropriate for the instruction of students with disabilities.
7. Strategies to differentiate instruction based on student needs.
8. The use of character-based classroom management.
9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
10. Strategies to support the use of technology in education and distance learning.

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage...
area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate’s field experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection and subsection (2) must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution’s and the program’s capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum:

1. For admission into the program, to 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 of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. To demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination by the time of graduation 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.

(c) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall provide a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Documentation from the program that each program candidate met the admission requirements provided in subsection (3).

2. Documentation from the program that the program and each program completer have met the requirements provided in subsection (2).

3. Evidence of performance in each of the following areas:

   a. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available.

   b. Rate of retention for employed program completers in instructional positions in Florida public schools.

   c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
d. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.

e. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34.

f. Production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

4. Results of the program completers’ survey measuring their satisfaction with preparation for the realities of the classroom.

5. Results of the employers’ survey measuring satisfaction with the program and the program’s responsiveness to local school districts.

(b) The State Board of Education shall adopt rules for continued approval of teacher preparation programs which include the program review process, the continued approval timelines, and the performance level targets for each of the continued approval criteria in paragraph (a). Additional criteria may be approved by the State Board of Education. The Commissioner of Education shall determine the continued approval of each program based on the data collected pursuant to this section and the rules of the State Board of Education.

(c) Each program must prepare and submit to the Department of Education an institutional program evaluation plan. Each institutional program evaluation plan must incorporate the criteria established in paragraphs (a) and (b) and may include additional data chosen by the program. The plan must provide information on how the institution addresses continuous program improvement and must include provisions for involving primary stakeholders, such as program completers, public school personnel, classroom teachers, principals, community agencies, and business representatives in the evaluation process.

(d) 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. Any program completer who is employed in a Florida public school during this 2-year period and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34 shall be provided additional training by the teacher preparation program at no expense to the educator or the employer if requested by the employing school district or charter school. Such training must consist of an individualized plan agreed upon by the school district and the postsecondary educational institution which includes specific learning outcomes. The postsecondary educational institution assumes no responsibility for the educator’s employment contract with the employer.

(e) Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements. The state reporting requirements must minimize a program’s reporting burden whenever possible without compromising data quality. The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph and results of the surveys required under paragraph (a), and may include other information chosen by the institution or program.

(f) By January 1 of each year, the Department of Education shall report the results of each approved program’s annual progress on the performance measures in paragraph (a) as well as the current approval status of each program.
program to:
1. The Governor.
2. The President of the Senate.
3. The Speaker of the House of Representatives.
4. The State Board of Education.
5. The Board of Governors.
6. The Commissioner of Education.
7. Each Florida postsecondary teacher preparation program.
8. Each district school superintendent.
9. The public.

This report may include the results of other continued approval requirements provided by State Board of Education rule and recommendations for improving teacher preparation programs in the state.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice field experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:
   a. Evidence of “clinical educator” training;
   b. A valid professional certificate issued pursuant to s. 1012.56;
   c. At least 3 years of teaching experience in prekindergarten through grade 12;
   d. 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; and
   e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received “clinical educator” training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a
United States military base in another country through a Florida online or distance program must have received “clinical educator” training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. The length of structured field experiences may be extended to ensure that candidates achieve the competencies needed to meet certification requirements.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice field experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

(6) RULES.—The State Board of Education shall adopt necessary rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Appendix B

6A-5.066 Approval of Teacher Preparation Programs.
This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in Sections 1004.04, 1004.85, and 1012.56(8), F.S.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “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 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d2), F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-year period.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.


(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

(k) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(n) “High-performing schools” mean schools with a school grade of A or B.

(o) “Improving schools” mean schools that have improved a letter grade from the previous year.

(p) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(q) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a seven-year period.
(r) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under Section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(s) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in Section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(t) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(u) “Professional education competency program” or “PEC program” means a program under Section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, or private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

(v) “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(w) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(x) “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.,” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(y) “Professional development certification program” or “PDCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(z) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(aa) “Program completer” means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator’s Certificate.

(bb) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under Section 1012.34, F.S.

(cc) “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.


(ee) “Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.
“Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

“Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(b)d. F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

“Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

“Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in Section 1004.04(4)(d), F.S.

“Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:
   a. Candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4). Candidates entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   b. 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 entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   c. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).
4. Content literacy and mathematical practices.
5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student’s mastery of the four (4) language skills of listening, speaking, reading, and writing.
   a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.
   b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.
6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.
7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process, learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities.

8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.

9. Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

(2) Standards for approval of teacher preparation programs.

(a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:

1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.

2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education, under Chapter 1005, or demonstrate that the program is exempt from the Commission’s approval under Section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.

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

4. 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;

5. 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; and,

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

(3) Processes for initial approval of teacher preparation programs.

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2021.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.

2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).

3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.

   a. An approval notice shall provide the program with an initial approval period of seven (7) years.

   b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(4) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department’s secure management information system.

2. All providers with a state-approved Educator Preparation Institute must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts.

3. All state-approved teacher preparation programs must annually report via the Department’s eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.
4. All PDCP programs approved per Section 1012.56(8), F.S., must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/ program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(h), the program has at least one completer within the last three (3) years of the continued approval period.

2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);

3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2021, during the last year of approval and at least sixty (60) days before a site visit; and,

4. Based upon the information provided on Continued Approval Form CA-2021, the provider demonstrates that it meets the following requirements:
   a. The provider admits candidates that meet the state-mandated requirements;
   b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;
   c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;
   d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);
   e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;
   f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,
   g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers’ satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   i. Any state-approved teacher preparation program approved per Section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in Sections 1004.04(4)(a)3., 1004.85(4)(b), and 1012.56(8)(d)2., F.S. Data shall be based on each of the program’s completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1), of this rule. Performance metrics not applicable to a program shall not be rated.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<table>
<thead>
<tr>
<th>Performance Metrics</th>
<th>Level 4 Performance Target (4 points)</th>
<th>Level 3 Performance Target (3 points)</th>
<th>Level 2 Performance Target (2 points)</th>
<th>Level 1 Performance Target (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is</td>
</tr>
<tr>
<td>(not applicable for PDCP programs per Section 1012.56(8), F.S.)</td>
<td>above the 68th percentile of all equivalent programs across the state.</td>
<td>above the 34th percentile and below the 68th percentile of all equivalent programs across the state.</td>
<td>above the 5th percentile and below the 34th percentile of all equivalent programs across the state.</td>
<td>below the 5th percentile of all equivalent programs across the state.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>The average number of years employed in the 5-year period following initial placement is 4.5 years or more.</td>
<td>The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.</td>
<td>The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.</td>
<td>The average number of years employed in the 5-year period following initial placement is less than 2 years.</td>
</tr>
<tr>
<td>Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.</td>
<td>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.</td>
<td>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≤ 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is ≤ 5 percent.</td>
<td>Not calculated.</td>
<td>The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.</td>
</tr>
<tr>
<td>Student performance by subgroups data</td>
<td>At least 75 percent of the subgroups meet or exceed the state standard for performance.</td>
<td>At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.</td>
<td>At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.</td>
<td>Fewer than 25 percent of the subgroups exceed the state standard for performance.</td>
</tr>
<tr>
<td>Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.</td>
<td>At least 30 percent of the program’s completers received a highly effective rating and 90 to 100 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</td>
<td>Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</td>
<td>Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n ≤ 20) of the program’s completers were rated unsatisfactory.</td>
<td>Program did not meet criteria for Level 2, 3, or 4.</td>
</tr>
<tr>
<td>Production of program completers in statewide critical teacher shortage</td>
<td>The critical teacher shortage program increased the number of</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Retention Rate:
- The average number of years employed in the 5-year period following initial placement is 4.5 years or more.
- The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.
- The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.
- The average number of years employed in the 5-year period following initial placement is less than 2 years.

Performance of prekindergarten-12 students on statewide assessments:
- The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.
- The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≤ 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is ≤ 5 percent.
- Not calculated.
- The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.

Student performance by subgroups data:
- At least 75 percent of the subgroups meet or exceed the state standard for performance.
- At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.
- At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.
- Fewer than 25 percent of the subgroups exceed the state standard for performance.

Results of program completers’ annual evaluations:
- At least 30 percent of the program’s completers received a highly effective rating and 90 to 100 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.
- Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.
- Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n ≤ 20) of the program’s completers were rated unsatisfactory.
- Program did not meet criteria for Level 2, 3, or 4.
areas, per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.; BONUS ONLY, pursuant to paragraph (1)(h) of this rule.

| program completers compared to the year before with a minimum of 2 completers in each year. |

(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,

2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2021, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider’s elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider's prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider’s program with the largest enrollment will be reviewed during the site visit.

(d) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at https://www.florida-eipep.org/that describes the program’s strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(d).

(e) During the site visit, using the Florida Site Visit Framework, Form FSVF-2021, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2021)

2. 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. (Review Area 3 on Form FSVF-2021)

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2021)

(f) Each of the three site visit review areas found in subparagraphs (7)(d)1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is needs improvement, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.
(g) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider’s receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at https://www.florida-eipep.org/. The improvement plan must specify at least three (3) improvement goals strategies for achieving these goals and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at https://www.florida-eipep.org/.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider’s state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be (.50 * 3.2)+(.20 * 3)+(.30 * 4) = 3.4.

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule, must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection (2) of 6A-4.006, F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,
3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant’s deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.


Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98, Amended 8-7-00, 3-19-06, 2-17-15, 1-1-18, 4-30-18, 10-24-19, 11-23-21.
Appendix C

Florida Site Visit Framework

© 2017. Teacher Prep Inspection--US, Inc. All rights reserved.

In furtherance of its charitable purposes, Teacher Prep Inspection--US, Inc. (TPI--US) asserts full intellectual property rights to this Framework and to any work conducted by TPI--US through use of this Framework. This includes the TPI--US process of teacher preparation program site visits and related records, reports, documents, products and other material sent in conjunction with this process.

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying, recording, or using any information storage and retrieval system without permission in writing by Teacher Prep Inspection-US, Inc.
Notes on how review area scores are determined:

1. Reviewers will analyze available evidence and will check all the criteria for inadequate before considering higher judgment scores.
2. The team will use a preponderance of evidence within each review area to determine the score—except where/when constraining criteria described in number 4 come into play.
3. The guidance provided by this framework is not exhaustive and must be considered in the wider context of program quality.
4. Constraining criteria are indicated where relevant (i.e. the overall review area score can NOT be Good if criteria X is not at least Good).
5. Likely sources of evidence are meant to serve as initial guidance and are not considered exhaustive.
6. Reviewers will triangulate evidence in order to ensure judgments capture typical aspects of the program. Triangulation allows reviewers to trace connections that might exist between a course and other sources of evidence as well as how similar pieces of evidence come to bear on more than one review area.
   a. For example: A reviewer will connect evidence from observing a program’s early literacy course with evidence from observing candidates teaching reading with comments graduates, principals and faculty make about the quality of reading instruction. These two pieces of evidence could then inform judgments in areas 2 (Content Knowledge and Teaching Methods), 3 (Clinical Placement, Feedback, and Candidate Performance) and possibly even 4 (Program Performance Management).
REVIEW AREA 1: Quality of Selection

Context and Rationale: This review area addresses the program’s responsibility to select candidates that show potential and/or fit for the teaching profession. This can be demonstrated in a variety of ways including standardized tests, pre-admission GPA, auditions, interviews, etc. This review area is for informational purposes only.

Essential questions being answered:
- What principles, criteria, and recruitment/selection practices drive the selection of program applicants?
- What is the quality, as determined by pre-selection GPA and/or standardized test scores, of recent cohorts?
- What efforts are underway to make the program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Likely sources of evidence for this review area:
- Data on pre-selection GPA of all candidates in most recent cohort
- Standardized test score data (ACT, SAT, GRE) for most recent cohort
- Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
- Handbooks or policies outlining the program’s admission criteria and process
- Conversations with program staff about selection criteria and recruitment initiatives
## Indicator 1.1 – Selection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GPA</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>All of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>At least 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>Less than 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
</tr>
<tr>
<td><strong>Standardized Tests</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Teacher candidates selected for the program are drawn from the top third of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from the top half of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from below the top half but above the bottom third of the college going population, as measured by appropriate standardized tests (i.e., above the 33rd and below the 50th percentiles of the standardized test national distribution of test takers).</td>
</tr>
</tbody>
</table>

---

<sup>1</sup> All programs should be able to provide review teams with the pre-admission grade point averages (GPA) of all admitted candidates.

<sup>2</sup> This applies to programs housed in institutions that use nationally-normed standardized tests in their admissions processes; community and state colleges and post-baccalaureate programs generally do not require standardized test scores like ACT, SAT, or GRE and so this criterion does not apply in those situations. For programs that cannot provide standardized test data but are housed in an institution that can provide this information, reviewers will look at the institution average for the most recently admitted class.
<table>
<thead>
<tr>
<th>Demographic Representation of enrolled candidates</th>
<th>Demographic Representation of program completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The demographic profile of enrolled teacher candidates makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.</td>
<td>The demographic profile of program completers makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.</td>
</tr>
<tr>
<td>The demographic profile of enrolled teacher candidates contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over the past two consecutive years AND the program has a written plan with clear objectives and deadlines.</td>
<td>The demographic profile of program completers contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over the past two consecutive years AND the program has a written plan with clear objectives and deadlines.</td>
</tr>
<tr>
<td>There is little evidence that progress has been made on selecting candidates whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</td>
<td>There is little evidence that progress has been made on producing new teachers whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</td>
</tr>
<tr>
<td>The program does not enroll a population of teacher candidates that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.</td>
<td>The program does not produce a population of completers that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.</td>
</tr>
</tbody>
</table>
### Indicator 1.1 – Selection (continued)

| Admission Process (e.g., audition, interview, etc.) | The program uses **multiple measures**\(^3\) in addition to standardized test scores and pre-selection GPA to determine fit and/or promise for teaching in its admission process, **systematically monitors** whether these measures result in effective teacher candidates, and **provides evidence supporting the impact** of these measures. | The program uses **measures** in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process and **informally monitors how these measures impact** candidate effectiveness. | The program uses **some measures** in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process, but **does not monitor the impact** of the measures on candidate effectiveness. | The program **does not examine any potential or fit for teaching measures** beyond standardized test scores and pre-selection GPA. |

---

\(^3\) This may include measures beyond application and background checks such as: recommendations, interviews, auditions, videos, micro-teaching, etc.
REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods

Context and Rationale: This review area focuses on how well the program ensures teacher candidates acquire content knowledge and key teaching methods and skills needed to be an effective educator. The site visit focuses on coursework and related experiences offered by the program to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of these sources is direct observation of teacher candidates so that reviewers understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the reviewed program.

Note on elementary reading and math criteria: The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy and mathematical skills. As such, reviewers will look for the specific aspects of reading and math as outlined.

Note on online learning: The online program teaching faculty knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable teacher candidate success. This includes providing clear expectations, timely accurate feedback on assignments and assessments, active learning opportunities and use of assessments, projects, and assignments that meet learning goals and assess learning progress by measuring candidate achievement of the learning goals.

Note on alternate certification programs (MAT, Post-Bacc Certification--Only): The site visit will assess how the program determines that its candidates have mastered relevant content knowledge before they complete the program, and how the program responds to any content knowledge improvement that may be needed for admitted candidates as a result of the program’s assessment of their content knowledge.

Essential questions being answered:

- How does the program ensure individual teacher candidates have a secure knowledge of their content (especially Scientifically--Based Reading Instruction, Math, other subject areas in elementary programs and secondary content areas for secondary programs)?

---

4 For more information please see the National Standards for Quality Online Teaching
https://gsw.edu/Assets/Academic%20Affairs/files/IEP/NACOL_Standards_Quality_Online_Teaching.pdf
How does the program ensure teacher candidates are well equipped with key teaching techniques and methods (particularly classroom management, assessment, differentiation, academic feedback, questioning skills) to bring about advancements in student learning and achievement?

What connections (e.g. scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Likely sources of evidence for this review area:

- Observations of program courses (including multiple sections of the same course when these are offered)
- Course syllabi
- Conversations with teacher candidates, program faculty/staff, school staff (cooperating teachers, supervising teachers, principals), and recent program graduates
- Program handbooks
- Observations of teacher candidates teaching
- Surveys of program graduates and employers
- Degree Plans

Note on “constraining criteria” for ELEMENTARY Education Program Site Visits: The quality of literacy training delivered by the program to all teacher candidates must be good or better in order for the final judgment on Quality of Content Knowledge and Teaching Methods to be good.
Indicator 2.1 Content Knowledge

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 = Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
</table>
| *(ELEMENTARY) Literacy Training*  
(To include content knowledge, strategies, and application defining learning goals for all learners at various stages of reading and writing development.) | Coursework and training provide comprehensive, systematic, and sequential training of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, consistently enabling elementary teacher candidates to teach students how to read effectively, ensuring that the progress of all students is good or better. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling | Coursework and training address, systematic, sequential training of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, enabling elementary teacher candidates to teach students how to read effectively, *enhancing the progress and learning of the students they teach*. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling | Coursework and training address some components of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction and inconsistently enables elementary teacher candidates to progress the learning of the students they teach. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling | Coursework and training do not enable elementary teacher candidates to teach literacy including scientifically based reading instruction. |

5 States may require use of Praxis or other state content knowledge tests (e.g. FTCE in Florida); while programs find this necessary in order to meet state requirements, it is not sufficient in assessing content mastery to ensure that all admitted candidates have a secure grasp of content knowledge.

*Constraining criteria

6 Five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension
| **(ELEMENTARY)** Literacy Training (continued) | **(ELEMENTARY)** Math Content:  
- Numbers & Operations  
- Algebra & Functions  
- Geometry & Measurement  
- Data Analysis & Probability  
**Math Pedagogy:**  
- Conceptual understanding  
- Problem solving  
- Fluency | **Coursework and training address, comprehensively and in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and consistently enable teacher candidates to teach math highly effectively, ensuring that the progress and learning of all students is good or better.** | **Coursework and training address, in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and enable teacher candidates to teach math effectively such that they can enhance the progress and learning of the students they teach.** | **Coursework and training do not enable elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.** |
|---|---|---|---|---|
| 3. Fluency  
4. Comprehension  
5. Vocabulary instruction to include morphology  
6. Grammar/syntax  
7. Written expression  
8. Formal/informal assessment practices that inform literacy instruction  
9. ELL  
10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs | 3. Fluency  
4. Comprehension  
5. Vocabulary instruction to include morphology  
6. Grammar/syntax  
7. Written expression  
8. Formal/informal assessment practices that inform literacy instruction  
9. ELL  
10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. | 3. Fluency  
4. Comprehension  
5. Vocabulary instruction to include morphology  
6. Grammar/syntax  
7. Written expression  
8. Formal/informal assessment practices that inform literacy instruction  
9. ELL  
10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. | 3. Fluency  
4. Comprehension  
5. Vocabulary instruction to include morphology  
6. Grammar/syntax  
7. Written expression  
8. Formal/informal assessment practices that inform literacy instruction  
9. ELL  
10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. |
## Indicator 2.1 Content Knowledge (continued)

<table>
<thead>
<tr>
<th>(ELEMENTARY) Other subject areas</th>
<th>Coursework and training <strong>consistently</strong> enable teacher candidates to master the content knowledge and skills necessary to <em>teach highly effective lessons</em> in elementary subject areas so that the progress and learning of all students is good or better.</th>
<th>Coursework and training <strong>inconsistently</strong> enable teacher candidates to master the content knowledge and skills necessary to <em>teach effective lessons</em> in elementary subject areas so that the progress and learning of all students is good or better.</th>
<th>Coursework and training do not enable teacher candidates to master the content knowledge and skills necessary to <em>teach</em> effective lessons, particularly in elementary subjects in order to enhance the progress and learning of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional Development and/or Capstone Coursework(^7)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^7\) Courses here could be teaching skills and strategies as well as content-specific in focus.
### Indicator 2.1 Content Knowledge (continued)

| (ALT CERT) Content Mastery<sup>a</sup> | The program ensures that all candidates **consistently demonstrate mastery** of relevant content knowledge, and the program has **clear evidence** that it takes steps to assess candidates’ content knowledge, and—where necessary—provides **highly effective** support so that candidates’ content mastery results in the **learning and progress** of all students being good or better. | The program ensures that **most** candidates demonstrate relevant content knowledge, provides evidence that it has taken steps to assess content knowledge, and has **some evidence** of providing support, where necessary, so that the **majority** of candidates’ content mastery **enhances the learning and progress** of the students they teach. | The program **inconsistently ensures** that candidates demonstrate relevant content knowledge, and/or there is **little evidence** that the program assesses their content knowledge and/or, where necessary, **provides little support** to enable candidates to have, or gain, content mastery as a result **student learning is inconsistent**. | The program **does not ensure** candidates’ ability to demonstrate adequate content knowledge, and the program **does not have steps** in place to support candidates, where necessary, in gaining mastery of relevant content as a result **student learning is significantly inhibited**. |
| (SECONDARY) Core Subject Area | The program **consistently assesses** relevant content knowledge of candidates and provides support where needed to ensure **comprehensive** knowledge of content so that coursework and training enable teacher candidates to teach secondary subjects **highly effectively** and the **learning and progress** of all students is good or better. | The program **assesses** relevant content knowledge of candidates and **usually provides** support where needed so that coursework and training enable teacher candidates to teach secondary subjects **effectively**, ensuring that they can **enhance the learning and progress** of the students they teach. | The program **inconsistently assesses** relevant content knowledge of teacher candidates, providing **little support** when necessary and/or coursework and training **inconsistently enable** teacher candidates to teach secondary subjects so that they are able to enhance the progress and learning of the students they teach. | There is little evidence that the program assesses candidate content knowledge. Coursework and training **does not enable** secondary teacher candidates to teach their secondary subject and as a result, **student learning is significantly inhibited**. |

---

<sup>a</sup> Content mastery of candidates is assessed and when deficiencies are evident the program takes measures to ensure those deficits are remediated so that relevant content is mastered.
## Indicator 2.2 Teaching Methods

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
</table>
| Classroom management                    | Coursework and training in classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline highly effectively and create a positive and highly engaging climate for academic learning. This includes all of the following:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. | Coursework and training in classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. This includes all of the following:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. | Coursework and training in classroom management inconsistently equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Some of the following may not be present:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior. | Coursework and training in classroom management does not equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Several of the following may not be present:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise handle disruptive student misbehavior.  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. |

---

9 Key teaching skills such as academic feedback and questioning, managing student behavior, assessment, and differentiation should be embedded and integrated into different content areas such that candidates fully understand how these key skills can be used to advance student learning and how use of these skills may differ across content areas.
| Assessment | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to **accurately assess** K-12 student performance and progress and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results in their instruction so that **all** students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to **accurately assess** student performance and progress for **most** of their students and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results so that **most** of their students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training in assessment **does not enable** candidates to assess student learning and to use formative data to inform their instruction of students. |
| Differential | Coursework and training prepares teacher candidates to **highly effectively** adapt the curriculum and differentiate the content, process and/or product during instruction for **all students** including those with ESL, special education, and gifted needs, ensuring that **all students make good or better progress** in the lesson and over time. | Coursework and training prepares teacher candidates to **effectively** adapt the curriculum and differentiate the content, process or product during instruction for **most students** including those with ESL, special education, and gifted needs, ensuring **most students make progress** in the lesson and over time. | Coursework and training **does not prepare** candidates to adapt the curriculum and differentiate to the needs of students with varying learning needs. |
### Indicator 2.2 Teaching Methods (continued)

| Academic feedback and questioning | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to effectively engage all students in rigorous learning through highly effective academic feedback that is timely, accurate and specific and high--level questioning where students and/or teachers build off responses. | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through effective academic feedback that is timely, accurate and specific and questioning that includes higher--level, open--ended questions. | Coursework and training inconsistently prepare teacher candidates to engage students in learning through academic feedback and questioning. Coursework and training may not address key components of feedback (timeliness, accuracy, and specificity) OR does not address level and variety of questioning. | Coursework and training do not equip candidates to engage students in learning through academic feedback and questioning. |
### Indicator 2.3 Connections to Practice

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to practice between coursework and the clinical application of coursework knowledge</td>
<td>Program coursework has <strong>frequent and strong</strong> connections to <strong>immediate practice</strong> (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>all candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>Program coursework <strong>frequently includes appropriate and good</strong> connections to practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>most candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>Program coursework has <strong>inconsistent</strong> relevant connections to practice with <strong>missed opportunities</strong> to include scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc., in a way that help candidates learn how to apply coursework knowledge.</td>
<td>Program coursework has <strong>few OR ineffective</strong> connections to practice such as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.</td>
</tr>
</tbody>
</table>

---

10 Through program coursework, all candidates are provided with explicit, real-world applications of the content knowledge and teaching methods presented in coursework, and observe strong modeling of teaching methods and skills, so that teacher candidates learn how to apply their coursework knowledge to clinical practice situations. These connections to practice do not assume that fieldwork is the only way to learn application of knowledge to classroom settings: faculty modeling, role-playing among candidates enrolled in the course, the use of videos to demonstrate how skills or knowledge are deployed in the classroom, simulations, and avatar-based practice opportunities are some of the concrete ways connections to practice can be embedded in course content.
**REVIEW AREA 3: Quality of Clinical Placement, Feedback, and Candidate Performance**

**Context/Rationale:** The final clinical experience (often referred to as student teaching or internship) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observation is a central piece of evidence for this review area, reviewers are not evaluating teacher candidates through these observations: reviewers are judging the teaching and learning that results from the program’s efforts to develop the knowledge and teaching skills of all candidates, not the teacher candidate who is observed by reviewers. Evidence is gathered and judgments made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the review area, reviewers will include evidence on earlier clinical experiences where appropriate.

*Note on Alternate Certification Programs:* For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

**Essential questions being answered:**
- How does the program structure the final clinical experience and select the clinical placement site?
- How are cooperating teachers and/or program supervisors chosen, trained, and supported by the program?
- What aspects of teaching and learning does the observation tool provide feedback on?
- What is the quality of the feedback candidates receive? Is it an accurate reflection of the quality of teaching and learning during the observed lesson?
- How consistent is the feedback provided by the program supervisors and classroom cooperating teachers?
- Is the feedback constructive, actionable and likely to lead to improvement in teaching and learning practices?
- How do cooperating teachers, principals, and/or program supervisors view the overall quality of teacher candidate?
- What is the impact of candidate teaching on student learning during the observed lesson?
- What is the evidence from the site visit with regards to the quality of teacher candidates?
Likely sources of evidence for this review area:
- Observations of teacher candidates teaching
- Observation of feedback provided by program supervisors to candidates
- Blank and completed observations and evaluation instruments
- Conversations with teacher candidates, program faculty/staff, and school/district staff (cooperating teachers, principals, HR)
- Data on all supervisor observation scores and written comments for cohorts of teacher candidates in the reviewed program
- Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of cooperating teachers and supervisors
- Surveys of program completers

Note on “constraining criteria”: The quality of written and oral feedback (Indicator 3.2) delivered by program supervisors to all candidates must be good or better in order for the key judgment on Quality of Clinical Placement, Feedback, and Candidate Performance to be good.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 - Strong</th>
<th>3 - Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical placement timing and length</td>
<td>Teacher candidates are consistently placed at the beginning of the K12 school term (ideally at the beginning of a school year) and student teaching lasts for at least a full school term.</td>
<td>Teacher candidates are consistently placed within the first two weeks of the K12 school term and student teaching lasts for at least ten weeks.</td>
<td>Teacher candidates are not consistently placed within first two weeks of the K12 school term and/or lasts for less than ten weeks but more than six weeks.</td>
<td>Student teaching lasts for less than six weeks.</td>
</tr>
</tbody>
</table>
### Indicator 3.1 - Clinical Placement (continued)

<table>
<thead>
<tr>
<th>Selection of clinical placement schools(^\text{11,12})</th>
<th>High-quality placements ensure that teacher candidates gain <strong>substantial practical experience</strong> to develop their teaching skills effectively in schools that are <strong>high performing and/or improving over the past two years</strong>, a <strong>substantial portion of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements ensure that teacher candidates gain <strong>practical experience</strong> to develop their teaching skills effectively in placements where <strong>most schools</strong> are high performing and/or improving over the past two years, <strong>some of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements <strong>inconsistently</strong> ensure that teacher candidates gain <strong>practical experience</strong> to develop their teaching skills effectively in placements where <strong>some schools</strong> are high performing and/or improving over the past two years, <strong>some of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements <strong>do not ensure</strong> that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of cooperating teachers (mentor teachers)(^\text{13})</td>
<td>Cooperating teachers are <strong>consistently chosen</strong> based on demonstrated effectiveness and capacity to serve as a mentor.</td>
<td>Cooperating teachers are <strong>often chosen</strong> for effectiveness and capacity to serve as a mentor.</td>
<td>Program has selection criteria that cooperating teachers be chosen for effectiveness and capacity to serve as a mentor but cooperating teachers <strong>inconsistently have these.</strong></td>
<td>There is <strong>no clear rationale</strong> for choosing cooperating teachers for their effectiveness OR for their capacity to serve as mentors.</td>
</tr>
</tbody>
</table>

---

\(^{11}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program this criterion does not apply (e.g. alternative certification programs).

\(^{12}\) Team will examine up to 10 schools where most candidates are placed plus any not on that list but where the team observed.
### Indicator 3.1 – Clinical Placement (continued)

| (ALT CERT)\(^{14}\) | Programs **consistently demonstrate** that **multiple supports** are in place for candidates who are teaching, including frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as evidence that **strategic interventions** routinely take place to address weaknesses in candidate performance if/when they arise. | Programs demonstrate that they **provide some** onsite support for candidates who are teaching—**examples may include** frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as **some evidence** that interventions take place to address weaknesses in candidate performance if/when they arise. | Programs **inconsistently demonstrate supports** are in place for candidates teaching through onsite visits to assess candidate performance and/or **few interventions** are available if/when placement weaknesses arise OR the interventions take place **inconsistently** and/or are **inconsistently effective**. | Programs are **not able to demonstrate supports** are in place for candidates teaching. There is **little or no evidence** of onsite support for candidates and/or **they do not make interventions** when weaknesses in candidate performance arise OR the interventions are **ineffective**. |

\(^{13}\) For programs where clinical placement is determined by employment of program candidates as the teacher of record who are enrolled in the program, this criterion **does not apply**.

\(^{14}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.
### Indicator 3.2 – Observation and Feedback

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
</table>
| Observation form(s) used by program supervisors | Observation and/or evaluation instrument(s) **addresses most** (5--6):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses only some** (3--4):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses few** (1--2):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge |
## Indicator 3.2 – Observation and Feedback (continued)

| Program supervisor and cooperating teacher training on observation and evaluation | All program--based supervising teachers and classroom cooperating teachers receive **regular substantive training** to **measurable standards for reliability** on methods and practices of high--quality observation and feedback. | All program--based supervising teachers and classroom cooperating teachers receive **regular substantive training** on methods and practices of high--quality observation and feedback. | Program--based supervising teachers and classroom cooperating teachers receive **minimal training, at least annually**, on the observation and/or evaluation instrument. |
| Quality of written and oral feedback* | **Accurate written and oral feedback** after each required observation has a clear link to **evidence of student learning** during the observed lesson, **strategically** builds on previous feedback, and identifies key action steps for improvement. | **Accurate written and oral feedback** after each required observation **usually** has a clear link to **evidence of student learning** during the observed lesson, builds on previous feedback, and identifies **most** key action steps for improvement. | **Written and oral feedback** after each required observation is **inconsistent** and/or **inconsistently builds** upon previous feedback, **does not link** to student learning, and/or **does not directly identify** action steps for improvement. |
| | The program **does not provide training** on methods and practices of effective observation and feedback to program--based supervising teachers or classroom cooperating teachers who observe/host teacher candidates. |

* Constraining Criteria
### Indicator 3.2 – Observation and Feedback (continued)

| Consistency of expectations | Supervising teachers, classroom cooperating teachers and all classroom observers have **consistently high expectations** for candidate performance and student learning, and they work collaboratively to deliver **strong feedback that is accurate and highly relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **usually** have **consistent expectations** about candidate performance and student learning, and they **mostly** work collaboratively to ensure that feedback is **accurate and relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **have inconsistent expectations** about candidate performance and student learning, and/or their feedback is **inconsistent or not always relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers provide teacher candidates with **feedback that is not accurate or relevant** to the needs of teacher candidates and/or expectations are not clear. |

---

### Indicator 3.3 – Candidate Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement and candidate impact on student learning during lesson(^{15})</td>
<td>All students are engaged in learning during the observed lesson and candidate teaching <strong>consistently advances</strong> student learning during the observed lesson.</td>
<td>Most students are engaged in learning during the observed lesson and candidate teaching <strong>consistently advances</strong> student learning for most students during the lesson.</td>
<td>Students are <strong>inconsistently engaged</strong> in learning during the observed lesson and candidate teaching <strong>inconsistently advances</strong> student learning.</td>
<td>Few students are engaged in learning during the observed lesson and candidate teaching <strong>does not contribute</strong> to student learning.</td>
</tr>
</tbody>
</table>

---

\(^{15}\) Student learning during an observed lesson can be determined by direct observation of student work in the classroom as well as evidence that students are active in debate and discussion during the lesson, discovering evidence or patterns, making contributions to the understanding of other students—or even the teacher—of a subject or topic, asking and/or answering probing questions, and providing responses to reviewer questions that demonstrate learning and understanding of lesson content.
### Indicator 3.3 – Candidate Performance (continued)

<table>
<thead>
<tr>
<th>Subject Knowledge</th>
<th>Students benefit from <strong>accurate and high-quality</strong> content because candidates <strong>consistently teach exceptionally well</strong>, demonstrating strong subject knowledge, particularly in reading, literature, history/social studies, math and science.</th>
<th>Students benefit from <strong>accurate</strong> content because candidates <strong>consistently teach well</strong>, demonstrating <strong>good</strong> subject knowledge, particularly in reading, literature, history/social studies, math and science.</th>
<th>Students <strong>inconsistently</strong> benefit from accurate content because candidates teach inconsistently, demonstrating some <strong>errors</strong> in subject knowledge, particularly in reading, literature, history/social studies, math and science.</th>
<th>Students have few opportunities to benefit from accurate content because candidates are <strong>unable to consistently demonstrate</strong> subject knowledge to ensure that lessons are taught accurately and/or <strong>inaccuracies in content adversely impact student learning.</strong></th>
</tr>
</thead>
</table>
| Teaching Skills and Strategies | **Student learning and engagement are supported by teacher candidate ability to consistently and highly effectively demonstrate the use of these teaching and learning strategies:**  
  ● classroom management strategies  
  ● formative assessment and its use to inform instruction  
  ● differentiated instruction for gifted students, ELLs and students with special learning needs  
  ● academic feedback and questioning | **Student learning and engagement are supported by teacher candidate ability to consistently and effectively demonstrate the use of these teaching and learning strategies:**  
  ● classroom management strategies  
  ● formative assessment and its use to inform instruction  
  ● differentiated instruction for gifted students, ELLs and students with special learning needs  
  ● academic feedback and questioning | **Student learning and engagement are not always supported due to inconsistent ability of teacher candidate to demonstrate the use of these teaching and learning strategies:**  
  ● classroom management strategies  
  ● formative assessment and its use to inform instruction  
  ● differentiated instruction for gifted students, ELLs and students with special learning needs  
  ● academic feedback and questioning | **Student learning and/or engagement is impeded by teacher candidate inability to use one or more of these teaching and learning:**  
  ● classroom management strategies  
  ● formative assessment and its use to inform instruction  
  ● differentiated instruction for gifted students, ELLs and students with special learning needs  
  ● academic feedback and questioning |

---

24
### Indicator 3.3 – Candidate Performance (continued)

| Feedback from recent graduates and principals of recent graduates | Recent graduates, cooperating teachers and principals of recent graduates report that program graduates make a strong positive impact on student learning without the need for targeted interventional professional development from the school or district. | Recent graduates and principals of recent graduates report that program graduates make a positive impact on student learning without the need for targeted interventional professional development from the school or district. | Recent graduates and principals of recent graduates report that significant professional development was required in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress. |

Recent graduates and principals of recent graduates report that program graduates make a positive impact on student learning without the need for targeted interventional professional development from the school or district.
REVIEW AREA 4: Quality of Program Performance Management

Rationale/Context: This review area examines whether and how program leadership—at all levels—utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Program performance management gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Program performance management also includes systematic and regular attention to the quality of program coursework and faculty teaching, taking into account their impact on relevant program outcomes and to the ability of all candidates to teach well as a result of the quality of course content and faculty teaching.

Quality assurance through effective program performance management takes place by building and sustaining a culture of continuous improvement that directly engages all members of the organization. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to gauge the impact of these improvement actions. The site visit also focuses on the quality and accuracy of data used by the program to assess its own performance, in particular whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Core concepts of program performance management are: full engagement of all members of the organization in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the culture of the program.

Essential questions being answered:
● How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance and make improvements to the program? How often?
What is the quality of data collected and used by the program and who uses it? How does the program monitor the quality of its data and seek to improve data quality where needed?

Does the program have—and use—quality control “gates”, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data are used to make these decisions?

Does the program have intervention plans for weaker candidates? For those candidates unable to meet performance improvement goals, is there a non-certification degree track for them?

How does the program monitor and take steps to improve the quality of coursework and teaching?

How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?

How does program leadership take action as a result of information? Frequency? What steps are taken to monitor the results of steps taken to make improvements?

How does the program ensure it meets Florida Statutes (1004.04(2)(d), 1004.85(3)(b)3, 1012.56(8)) whereby prior to program completion, each candidate must demonstrate positive impact on student learning growth and pass all relevant portions of the Florida Teacher Certification Examination (FTCE)?

**Likely sources of evidence for this review area:**

- Data over time (to include: teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning)
- Observations of teacher candidates teaching and of program courses
- Courses taught through multiple sections or at multiple sites
- Observation of feedback provided to candidates
- Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
- Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
- Program handbooks, MOUs, and/or other program documents
- Program or individual candidate improvement plans, action plans, and results of the interventions
- Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes
## Indicator 4.1: Program Performance Management

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 = Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Data</td>
<td>Program collects and uses multiple sources of high--quality internally and externally validated data to monitor ongoing performance.</td>
<td>Program collects and uses multiple sources of information, most of which are high--quality data, to monitor ongoing performance.</td>
<td>Program collects and uses few sources of high--quality information, relying on data of inconsistent quality to monitor ongoing performance.</td>
<td>Sources of information collected and used for program monitoring are not high--quality data.</td>
</tr>
<tr>
<td>Internal quality control gates (or checkpoints) and intervention plans</td>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates exceed high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates meet high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>Program leadership inconsistently monitors candidate performance and inconsistently utilizes data including student learning growth and FTCE results to ensure that candidates meet standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure), and/or the program inconsistently uses formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>The program does not monitor candidate performance through formal internal performance checkpoints and/or the expected standards are unclear and/or they do not address Florida Statute and include student learning growth. The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
<tr>
<td>Quality monitoring (data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</td>
<td>The program has a <strong>formal organized system</strong> through which program leadership uses high-quality data to <strong>regularly and systematically monitor</strong> overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes <strong>regular examination of</strong> observation and feedback instruments and practices as well as <strong>regular training</strong> for supervising teachers.</td>
<td>The program has a <strong>formal organized system</strong> through which program leadership uses high-quality data to <strong>regularly and systematically monitor</strong> overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes <strong>regular examination of</strong> observation and feedback instruments and practices as well as <strong>regular training</strong> for supervising teachers.</td>
<td>Program leadership <strong>inconsistently monitors</strong> overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is <strong>not regular</strong> nor is training for supervising teachers.</td>
<td>The program does <strong>not take steps to monitor</strong> the quality of coursework, candidate fieldwork experiences, and/or the program’s observation and feedback practices. Supervising teachers do not receive at <strong>least annual training</strong> to ensure consistency of approach in giving feedback to teacher candidates.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Monitoring coursework quality and coursework--clinical connections</td>
<td>Program leaders <strong>systematically monitor the quality of coursework and teaching and take steps</strong> to ensure there are <strong>strong connections</strong> between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</td>
<td>Program leaders have an <strong>informal system</strong> in place to <strong>monitor the quality of coursework and teaching</strong> and to ensure there are <strong>good connections</strong> between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</td>
<td>Program leaders <strong>inconsistently monitor</strong> the quality of coursework and teaching and do not ensure the presence of good coursework--clinical connections, and/or they inconsistently monitor how well information is shared between the faculty who teach courses and those who supervise candidate clinical performance.</td>
<td>Program leaders do <strong>not monitor</strong> the quality of coursework and teaching to ensure good coursework--clinical connections.</td>
</tr>
</tbody>
</table>
### Indicator 4.1: Program Performance Management (continued)

| Quality improvement planning<sup>16</sup> | The program has a **formal system for improvement planning** informed by **high-quality data**, involving **all relevant stakeholders** in continuous improvement activities, and resulting in **action plans** with **measurable goals**. There is a **sustained cycle** of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program's quality improvement activities **usually make use of good quality data** and involve **many key stakeholders** to produce action plans with measurable goals. However, there is **no formal system** in place that supports a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program **inconsistently** makes use of improvement plans based on monitoring data to develop action steps that result in stronger outcomes for individual and groups of teacher candidates and completers. | Quality improvement plans are **not used to examine the effectiveness** of the program and secure further improvements in outcomes for individual and groups of teacher candidates and completers. |

---

<sup>16</sup>Quality improvement planning involves all stakeholders, using results to take action for continuous improvement.
Appendix D

Florida Department of Education State Approved Program Standards – Summary

Unlike most degree programs and majors at institutions of higher education, the operations and content of teacher education programs are governed by both state of Florida statute and rule.

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs
- Florida Rule 6A-5.006: Approval of Teacher Preparation Programs
  - Includes Florida Site Visit Framework

For graduates from teacher education programs to be eligible for teaching licensure in the state of Florida, individual academic programs must be fully approved by the Florida Department of Education on a 5 (now 7) year cycle. Annual review of the operations of teacher education programs is also conducted via submission of various data points and procedural narratives.

Below are areas in which either state of Florida statute or rule outline requirements for teacher education programs.

1. Curricular Standards – Uniform Core Curriculum for Florida State Approved Educator Preparation Programs
   - State statute and rule outline a large variety of specific knowledge and skills that must be taught and assessed in all students enrolled in a teacher education programs:
     - Florida Educator Accomplished Practices (Statute)
     - Professional Education Competencies and Skills (Statute)
     - Subject Area Competencies and Skills (Statute)
     - Reading Endorsement Competencies (Statute)
     - Florida Teacher Standards for English to Speakers of Other Languages (ESOL) Endorsement (Statute)
     - Strategies for the following:
       - Instruction of students with disabilities
       - Differentiate instruction based on student needs
       - Practices to support evidence based content aligned to state standards and grading practices
       - Early identification of students in crisis and referral of student to mental health professional
       - Support the use of technology in education and distance learning
• Demonstration of positive impact on K-12 student learning in field experience setting (Statute)

2. Candidate Admission Standards
• 2.5 GPA (Statute)
• FLDOE Admissions Preferences (Rule)
  o Top Third of Standardized Test
  o Demographic Representation of K-12 School Students

3. Candidate Assessment Standards
• Three Florida Teacher Certification Exams (FTCE) are required to be taken and passed during coursework, prior to graduation from a FLDOE state approved teacher education program. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. (Statute)
• Rigorous measurement and reporting of student learning outcomes related to the above curricular standards are required throughout all coursework (see Candidate and Completer Performance Management System)
  o For example, in Fall 2021 semester 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported by teacher education faculty and staff

Due to standards outline in 4 and 5 below, the College of Education has formed an Office of Quality Assurance composed of one specialized faculty and two staff to oversee all data collection, analysis, and reporting. Due to faculty assignments of responsibility, which includes teaching, research, and service, the College invested in this office to help alleviate faculty burden and address retention concerns.

4. Program Review and Public Reporting Standards
• APPR (Statute) –
  The Annual Program Performance Report (APPR) includes program completer data based on the following performance metrics:
  o Passage rates on Florida Teacher Certification Examinations
  o Program completers performance on student learning growth formula
  o Results of program completers annual teacher evaluations
Workplace contributions that includes placement of completers in instructional positions in Florida public and private schools

Number of completers in critical teacher shortage certification areas

Shorter version:
The Florida Department of Education annually issues the Annual Program Performance Report (APPR) based on each program’s completer data on passage rates on the Florida Teacher Certification Examinations (FTCEs), performance on student learning growth formula, annual teacher evaluations, and placement of completer in instructional positions in Florida public and private schools.

• Annual Institutional Program Evaluation Plan (IPEP) (Statute 4(c))
  o Programs must annually report and document evidence of meeting program approval standards in the eIPEP system. This includes all individuals admitted, enrolled, and completing the program, as well as when program milestones are met. Additionally, the program must also provide documentation of requirements outlined in statute, including results of completer and satisfaction surveys, candidate performance on the uniform core curriculum, how the program addresses continuous program improvement, and how involvement of primary stakeholders.

5. Program Performance Management Standards

• Candidate and Completer Performance Management System
  o The Florida Department of Education’s Continued Approval Standards and the Florida Site Visit Framework require programs to have systems in place to collect and analyze data to monitor candidate and completer performance. Programs utilize this data to inform program changes and improvements.

The program monitors candidate performance on the UCC in coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years
1 and 2 of employment. The program also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE to include in the APPR data.

- **2 Year Rule/Guarantee (Statute 4(d))**
  - Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

6. **Field Experiences and Internship Standards**
   a. **Field Experience Requirements (Statute)**
      i. Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments
   b. **Field Experiences with Diverse Population of Students (Statute)**
      i. Multiple Grade Level Population
      ii. Diverse Student Populations
      iii. Diverse School Performance
      iv. English Language Learners
      v. Literacy Rich Classroom Environments
   c. **Student Teaching Internship/Clinical Placement (Framework 3)**
      i. Full School Term/Semester (15 weeks)
      ii. Placement in High Performing and/or Improving School
      iii. Placement in a School with Diverse Student Population
      iv. Effective Mentor Teachers
      v. Training of Mentor Teachers and Faculty Supervisors
      vi. Rigorous Evaluation Schedule
         1. 5+ Observations & Feedback Sessions Conducted by Faculty
   d. **Cooperating/Mentor Teacher Requirements Hosting University Students**
i. Clinical Educator Training
ii. Florida Professional Florida Teacher Certificate
iii. At least 3 years of teaching experience in PK-12 grade
iv. Earned an effective of highly effective on the prior year’s teacher evaluation
v. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

e. Framework 2.3 (Connections)
i. The Florida Site Visit Framework evaluates program coursework’s connection to immediate practice, such as observations of classroom teaching in school settings, completing assignments in the field with K-12 students based on concepts learned in coursework, and applying concepts learned in coursework while teaching in K-12 classrooms.

7. Faculty Qualification Standards
- A variety of faculty requirements exist for specific courses and not all faculty have the required qualifications. These courses include:
  - Reading Course Requirements
  - ESOL Course Requirements
  - Impact on PK-12 Learning Course Requirements
  - Student Teaching Course Requirements
  - Faculty Coordination Needs
- The most common requirements are:
  - Three years of successful PK-12 teaching,
  - Clinical Educator Training, and
  - Annual Relevant Experiences in PK-12 school.
- Due to all the above, we only have the current faculty resources to teach each class one time per year, thus necessitating admissions one time per year.
# Appendix E

<table>
<thead>
<tr>
<th>School District</th>
<th>Closest Public University</th>
<th>National Ranking in Size</th>
<th>Fall 2018 Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami - Dade County Public Schools</td>
<td>Florida International University</td>
<td>4</td>
<td>350,434</td>
</tr>
<tr>
<td>Broward County Public Schools</td>
<td>Florida Atlantic University</td>
<td>6</td>
<td>270,978</td>
</tr>
<tr>
<td>Hillsborough County Public Schools</td>
<td>University of South Florida</td>
<td>9</td>
<td>220,252</td>
</tr>
<tr>
<td>Orange County Public Schools</td>
<td>University of Central Florida</td>
<td>10</td>
<td>208,203</td>
</tr>
<tr>
<td>Palm Beach County Public Schools</td>
<td>Florida Atlantic University</td>
<td>10</td>
<td>192,533</td>
</tr>
<tr>
<td>Duval County Public Schools</td>
<td>University of North Florida</td>
<td>20</td>
<td>130,229</td>
</tr>
<tr>
<td>Polk County Public Schools</td>
<td>University of South Florida</td>
<td>27</td>
<td>101,408</td>
</tr>
<tr>
<td>Pinellas County Public Schools</td>
<td>University of South Florida - St. Petersburg</td>
<td>28</td>
<td>100,948</td>
</tr>
<tr>
<td>Lee County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>32</td>
<td>94,410</td>
</tr>
<tr>
<td>Pasco County Public Schools</td>
<td>University of South Florida</td>
<td>48</td>
<td>75,048</td>
</tr>
<tr>
<td>Brevard County Public Schools</td>
<td>University of Central Florida</td>
<td>50</td>
<td>73,734</td>
</tr>
<tr>
<td>Osceola County Public Schools</td>
<td>University of Central Florida</td>
<td>55</td>
<td>68,554</td>
</tr>
<tr>
<td>Seminole County Public Schools</td>
<td>University of Central Florida</td>
<td>56</td>
<td>68,269</td>
</tr>
<tr>
<td>Volusia County Public Schools</td>
<td>University of Central Florida</td>
<td>62</td>
<td>63,223</td>
</tr>
<tr>
<td>Manatee County Public Schools</td>
<td>University of South Florida</td>
<td>95</td>
<td>49,301</td>
</tr>
<tr>
<td>Collier County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>102</td>
<td>47,436</td>
</tr>
<tr>
<td>Lake County Public Schools</td>
<td>University of Central Florida</td>
<td>115</td>
<td>43,941</td>
</tr>
<tr>
<td>Sarasota County Public Schools</td>
<td>University of South Florida</td>
<td>119</td>
<td>43,111</td>
</tr>
<tr>
<td>Marion County Public Schools</td>
<td>University of Florida</td>
<td>120</td>
<td>42,913</td>
</tr>
<tr>
<td><strong>Leon County Public Schools</strong></td>
<td><strong>Florida State University</strong></td>
<td></td>
<td><strong>33,978</strong></td>
</tr>
<tr>
<td>Wakulla County Public Schools</td>
<td>Florida State University</td>
<td></td>
<td>5,059</td>
</tr>
<tr>
<td>Gadsden County Public Schools</td>
<td>Florida State University</td>
<td></td>
<td>5,237</td>
</tr>
<tr>
<td>Jefferson County Public Schools</td>
<td>Florida State University</td>
<td></td>
<td>769</td>
</tr>
<tr>
<td>Liberty County Public Schools</td>
<td>Florida State University</td>
<td></td>
<td>1,318</td>
</tr>
</tbody>
</table>
Board of Governors, State University System of Florida  
Specialized Admissions Status  
Initial Approval Request Form  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: English Education

CIP CODE 13.1305 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University English Education undergraduate program respectfully requests the admission of 30 students each academic year due to the resource demands of maintaining a state approved teacher education program. This status is being requested due to increased applications to the major. The Specialized Admission criteria would include:

   • Minimum 2.50 cumulative GPA in all attempted college coursework
   • Completion of at least 60 credit hours of college coursework
   • Completion of the following FSU General Education curriculum or an AA degree from a Florida public college
   • Completion of the following University-Wide Graduation Requirements
   • Completion of EDF 1005 (Introduction to Education) with a C or better
   • Completion of an AML, ENK, or LIT course with a C or better
   • English Educator Preparation Essay
• Transfer students must satisfy the **university’s minimum requirements for admission**

If more than 30 applications are received, applicants are ranked according to the rubric score of their essay added with their GPA. This number is used to rank the top 30 applicants.

**Rationale**

The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a **Florida Professional Educator’s Certificate** are considered met. Currently, the FSU College of Education Special Education program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs (Appendix A)
- Florida Rule 6A:5.006: Approval of Teacher Preparation Programs (Appendix B), including the TPI-US Florida Site Visit Framework (Appendix C).

Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the English Education program faculty have designed an intensive series of field experiences that includes 210 hours in local middle and high schools prior to internship. The final internship, also known as student teaching, is a 15 week, 600 hour placement in a middle or high school classroom which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.
The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4th largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:

1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year’s teacher evaluation
5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 28 English classroom teachers in Leon County Schools on the district-maintained list. If the English Education program admits 30 students each year, 90 placements are needed. The College is currently coordinating with Wakulla County Schools, as well as Florida State University Schools to provide the additional placements. Accepting more students than 30 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Since the FLDOE requires English state approved programs to include the coursework and field placements required by the ESOL endorsement, program students also need to have field placements in classrooms with English Language Learners (ELLs). In general, the ELL population in Leon County is around 3%. The statewide average is approximately 10% with other districts having upwards of 19% of students being ELLs. We are currently at capacity with ELL placements in Leon and Wakulla Counties.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years 1 and 2 of
employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the English Education BS program is currently 84%. This high graduation rate means that more students are fully prepared to meet the critical teacher needs in the state of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The largest resource needed by the English Education program is access to state and district approved classroom placements. This resource cannot be impacted by Florida State University since the resource is external in nature.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The College currently has 4 Limited Access programs and works closely with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU. English Education would be added to these communications to ensure equal access.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The English Education program is currently composed of 79% female and 21% male students. Of total students enrolled, 69% are White, 21% are Hispanic, 6% are Black, and 4% have reported two or more races.
The College of Education believe that the current race and gender profile will be negatively impacted by approval for Specialized Admissions. The School of Teacher Education is currently finalizing strategic 2022-2025 recruitment plan for all teacher education programs, including English Education. The College and department are dedicated to ensuring that future teacher workforces more closely resemble the gender and racial diversity of Florida P-12 students.
Required Signatures

DocuSigned by: Amy Guerette
Requestor/Initiator

DocuSigned by: Damon Andrews
Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

Date

Date

Date

Date
The 2021 Florida Statutes

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1004
PUBLIC POSTSECONDARY EDUCATION

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—

(a) The Legislature recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education.

(b) The intent of the Legislature is to require the State Board of Education to maintain a system for development and approval of teacher preparation programs which allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers with the competencies and skills necessary to achieve the state education goals; help all students in the state’s diverse student population meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
2. The use of state-adopted content standards to guide curricula and instruction.
3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language learners.
6. Strategies appropriate for the instruction of students with disabilities.
7. Strategies to differentiate instruction based on student needs.
8. The use of character-based classroom management.
9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
10. Strategies to support the use of technology in education and distance learning.

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area or areas of program concentration must complete instruction and be assessed on the uniform core curricula.
area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate’s field experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection and subsection (2) must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution’s and the program’s capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum:

1. For admission into the program, to 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 of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. To demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination by the time of graduation 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.

(c) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall provide a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Documentation from the program that each program candidate met the admission requirements provided in subsection (3).

2. Documentation from the program that the program and each program completer have met the requirements provided in subsection (2).

3. Evidence of performance in each of the following areas:
   a. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available.
   b. Rate of retention for employed program completers in instructional positions in Florida public schools.
   c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
INSTITUTION: Florida State University

DEGREE PROGRAM: Social Science Education

CIP CODE 13.1317 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University Social Science Education undergraduate program respectfully requests the admission of 30 students each academic year due to the resource demands of maintaining a state approved teacher education program. This status is being requested due to increased interest in the major. The Specialized Admission criteria would include:

- Minimum 2.50 cumulative GPA in all attempted college coursework
- Completion of at least 60 credit hours of college coursework
- Completion of FSU General Education curriculum or an AA degree from a Florida public college
- Completion of the following University-Wide Graduation Requirements
- Completion of EDF 1005 (Introduction to Education) with a C or better
- Completion of AMH 2020 and one of the following with a C or better
  - AMH 2010, AMH 2091, AMH 2095, or AMH 2097
- Social Science Educator Preparation Essay
Transfer students must satisfy the university’s minimum requirements for admission.

If more than 30 applications are received, applicants are ranked according to the rubric score of their essay added with their GPA. This number is used to rank the top 30 applicants.

**Rationale**
The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a Florida Professional Educator’s Certificate are considered met. Currently, the FSU College of Education Special Education program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs (Appendix A)
- Florida Rule 6A:5.006: Approval of Teacher Preparation Programs (Appendix B), including the TPI-US Florida Site Visit Framework (Appendix C).

Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the Social Science Education program faculty have designed an intensive series of field experiences that includes 115 hours in local middle and high schools prior to internship. The final internship, also known as student teaching, is a 15 week, 600 hour placement in a middle or high school classroom which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.
The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4th largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:

1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year’s teacher evaluation
5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 31 social science classroom teachers in Leon County Schools on the district-maintained list. If the Social Science Education program admits 30 students each year, 90 placements are needed. The College is currently coordinating with Wakulla County Schools, as well as Florida State University Schools to provide the additional placements. Accepting more students than 30 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APRR data and annual completer and employer satisfaction surveys during Years 1 and 2 of employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program
completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the Social Science Education BS program is currently 87%. This high graduation rate mean that more students are fully prepared to meet the critical teacher needs in the state of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The largest resource needed by the Social Science Education program is access to state and district approved classroom placements. This resource cannot be impacted by Florida State University since the resource is external in nature.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The College currently has 4 Limited Access programs and works closely with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU. Social Science Education would be added to these communications to ensure equal access.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The Social Science Education program is currently 58% female students and 42% male students. Of total students enrolled, 52% are White, 25% are Hispanic, 8% are Black, and 15% have reported two or more races. This program has the largest population of male and Hispanic students in our current teacher education majors.

The College of Education believe that the current race and gender profile will be negatively impacted by approval for Specialized Admissions. The School of Teacher Education is currently finalizing strategic 2022-2025 recruitment plan for all teacher education programs, including Social Science Education. The College and department are
dedicated to ensuring that future teacher workforces more closely resemble the gender and racial diversity of Florida P-12 students.
Required Signatures

Amy Guerre
Requestor/Initiator

Damon Andrew
Signature of College Dean

Remona Gibb
Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees

Date

Date

8/11/22
Date

8/4/22
Date
Appendix A

The 2021 Florida Statutes

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1004
PUBLIC POSTSECONDARY EDUCATION

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—
(a) The Legislature recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education.
(b) The intent of the Legislature is to require the State Board of Education to maintain a system for development and approval of teacher preparation programs which allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers with the competencies and skills necessary to achieve the state education goals; help all students in the state’s diverse student population meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—
(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.
(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:
1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
2. The use of state-adopted content standards to guide curricula and instruction.
3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language leaners.
6. Strategies appropriate for the instruction of students with disabilities.
7. Strategies to differentiate instruction based on student needs.
8. The use of character-based classroom management.
9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
10. Strategies to support the use of technology in education and distance learning.
(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage area or areas of program concentration during course work and field experiences.

DocuSign Envelope ID: BFD12CF9-6E0F-4533-AD48-3B551799D3BF
area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate’s field experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection and subsection (2) must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution’s and the program’s capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum:

1. For admission into the program, to 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 of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. To demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination by the time of graduation or, for a graduate level program, obtain a baccalaureate degree from an institution that is accredited or approved pursuant to State Board of Education rule.

(c) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall provide a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Documentation from the program that each program candidate met the admission requirements provided in subsection (3).

2. Documentation from the program that the program and each program completer have met the requirements provided in subsection (2).

3. Evidence of performance in each of the following areas:

   a. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available.

   b. Rate of retention for employed program completers in instructional positions in Florida public schools.

   c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
d. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.

   e. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34.

   f. Production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

4. Results of the program completers’ survey measuring their satisfaction with preparation for the realities of the classroom.

5. Results of the employers’ survey measuring satisfaction with the program and the program’s responsiveness to local school districts.

   b. The State Board of Education shall adopt rules for continued approval of teacher preparation programs which include the program review process, the continued approval timelines, and the performance level targets for each of the continued approval criteria in paragraph (a). Additional criteria may be approved by the State Board of Education. The Commissioner of Education shall determine the continued approval of each program based on the data collected pursuant to this section and the rules of the State Board of Education.

   c. Each program must prepare and submit to the Department of Education an institutional program evaluation plan. Each institutional program evaluation plan must incorporate the criteria established in paragraphs (a) and (b) and may include additional data chosen by the program. The plan must provide information on how the institution addresses continuous program improvement and must include provisions for involving primary stakeholders, such as program completers, public school personnel, classroom teachers, principals, community agencies, and business representatives in the evaluation process.

   d. 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. Any program completer who is employed in a Florida public school during this 2-year period and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34 shall be provided additional training by the teacher preparation program at no expense to the educator or the employer if requested by the employing school district or charter school. Such training must consist of an individualized plan agreed upon by the school district and the postsecondary educational institution which includes specific learning outcomes. The postsecondary educational institution assumes no responsibility for the educator’s employment contract with the employer.

   e. Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements. The state reporting requirements must minimize a program’s reporting burden whenever possible without compromising data quality. The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph and results of the surveys required under paragraph (a), and may include other information chosen by the institution or program.

   f. By January 1 of each year, the Department of Education shall report the results of each approved program’s annual progress on the performance measures in paragraph (a) as well as the current approval status of each
program to:

1. The Governor.
2. The President of the Senate.
3. The Speaker of the House of Representatives.
4. The State Board of Education.
5. The Board of Governors.
6. The Commissioner of Education.
7. Each Florida postsecondary teacher preparation program.
8. Each district school superintendent.
9. The public.

This report may include the results of other continued approval requirements provided by State Board of Education rule and recommendations for improving teacher preparation programs in the state.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice field experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:
   a. Evidence of “clinical educator” training;
   b. A valid professional certificate issued pursuant to s. 1012.56;
   c. At least 3 years of teaching experience in prekindergarten through grade 12;
   d. 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; and
   e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received “clinical educator” training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a
United States military base in another country through a Florida online or distance program must have received “clinical educator” training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. The length of structured field experiences may be extended to ensure that candidates achieve the competencies needed to meet certification requirements.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice field experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

(6) RULES.—The State Board of Education shall adopt necessary rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Appendix B

6A-5.066 Approval of Teacher Preparation Programs.
This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in Sections 1004.04, 1004.85, and 1012.56(8), F.S.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “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 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-year period.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.


(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

(k) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(n) “High-performing schools” mean schools with a school grade of A or B.

(o) “Improving schools” mean schools that have improved a letter grade from the previous year.

(p) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(q) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a seven-year period.
(r) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under Section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(s) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in Section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(t) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(u) “Professional education competency program” or “PEC program” means a program under Section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

(v) “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(w) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(x) “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.,” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(y) “Professional development certification program” or “PDCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(z) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(aa) “Program completer” means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator’s Certificate.

(bb) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under Section 1012.34, F.S.

(cc) “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.


(ee) “Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.
“Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

“Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(d)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

“Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

“Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in Section 1004.04(4)(d), F.S.

“Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:
   a. Candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4). Candidates entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   b. 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 entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   c. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).
4. Content literacy and mathematical practices.
5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student’s mastery of the four (4) language skills of listening, speaking, reading, and writing.
   a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.
   b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.
6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.
7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process, learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities.

8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.

9. Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

(2) Standards for approval of teacher preparation programs.

(a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:

1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.
2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education, under Chapter 1005, or demonstrate that the program is exempt from the Commission’s approval under Section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.
3. The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;
4. 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;
5. 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; and,
6. The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

(3) Processes for initial approval of teacher preparation programs.

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2021.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.
2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).
3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.
   a. An approval notice shall provide the program with an initial approval period of seven (7) years.
   b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(4) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department’s secure management information system.
2. All providers with a state-approved Educator Preparation Institute must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts.
3. All state-approved teacher preparation programs must annually report via the Department’s eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.
4. All PDCP programs approved per Section 1012.56(8), F.S., must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/ program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(h), the program has at least one completer within the last three (3) years of the continued approval period.
2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);
3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2021, during the last year of approval and at least sixty (60) days before a site visit; and,
4. Based upon the information provided on Continued Approval Form CA-2021, the provider demonstrates that it meets the following requirements:
   a. The provider admits candidates that meet the state-mandated requirements;
   b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;
   c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;
   d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);
   e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;
   f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,
   g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers’ satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   i. Any state-approved teacher preparation program approved per Section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in Sections 1004.04(4)(a)3., 1004.85(4)(b), and 1012.56(8)(d)2., F.S. Data shall be based on each of the program’s completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1), of this rule. Performance metrics not applicable to a program shall not be rated.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<table>
<thead>
<tr>
<th>Performance Metrics</th>
<th>Level 4 Performance Target (4 points)</th>
<th>Level 3 Performance Target (3 points)</th>
<th>Level 2 Performance Target (2 points)</th>
<th>Level 1 Performance Target (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is</td>
</tr>
</tbody>
</table>
(not applicable for PDCP programs per Section 1012.56(8), F.S.)

<table>
<thead>
<tr>
<th>Retention Rate</th>
<th>The average number of years employed in the 5-year period following initial placement is 4.5 years or more.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.</td>
<td>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.</td>
</tr>
<tr>
<td>Student performance by subgroups data</td>
<td>At least 75 percent of the subgroups meet or exceed the state standard for performance.</td>
</tr>
<tr>
<td>Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.</td>
<td>Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</td>
</tr>
<tr>
<td>Production of program completers in statewide critical teacher shortage</td>
<td>The critical teacher shortage program increased the number of</td>
</tr>
</tbody>
</table>

| above the 68th percentile of all equivalent programs across the state. |
| above the 34th percentile and below the 68th percentile of all equivalent programs across the state. |
| above the 5th percentile and below the 34th percentile of all equivalent programs across the state. |

| below the 5th percentile of all equivalent programs across the state. |

| The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent. |
| The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is ≤ 5 percent. |
| Not calculated. |

| At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance. |
| At least 50 percent but less than 75 percent of the subgroups meet or exceed the state standard for performance. |
| At least 75 percent of the subgroups meet or exceed the state standard for performance. |
| Fewer than 25 percent of the subgroups exceed the state standard for performance. |

| Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n ≤ 20) of the program’s completers were rated unsatisfactory. |
| Program did not meet criteria for Level 2, 3, or 4. |

| Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory. |
| Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n ≤ 20) of the program’s completers were rated unsatisfactory. |

| Program did not meet criteria for Level 2, 3, or 4. |
areas, per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.; BONUS ONLY, pursuant to paragraph (1)(h) of this rule.

(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,

2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2021, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider’s elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider’s prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider’s program with the largest enrollment will be reviewed during the site visit.

(d) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at https://www.florida-eipep.org/ that describes the program’s strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(d).

(e) During the site visit, using the Florida Site Visit Framework, Form FSVF-2021, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2021)

2. 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. (Review Area 3 on Form FSVF-2021)

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2021)

(f) Each of the three site visit review areas found in subparagraphs (7)(d)1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is needs improvement, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.
(g) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider’s receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at https://www.florida-eipep.org/. The improvement plan must specify at least three (3) improvement goals for achieving these goals and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at https://www.florida-eipep.org/.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider’s state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be \(.50 \times 3.2 + (0.20 \times 3) + (0.30 \times 4) = 3.4\).

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule, must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection (2) of 6A-4.006, F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,
3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant’s deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.


Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History–New 7-2-98, Amended 8-7-00, 3-19-15, 1-1-18, 4-30-18, 10-24-19, 11-23-21.
Appendix C

Florida Site Visit Framework

© 2017. Teacher Prep Inspection—US, Inc. All rights reserved.

In furtherance of its charitable purposes, Teacher Prep Inspection—US, Inc. (TPI—US) asserts full intellectual property rights to this Framework and to any work conducted by TPI—US through use of this Framework. This includes the TPI—US process of teacher preparation program site visits and related records, reports, documents, products and other material sent in conjunction with this process.

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying, recording, or using any information storage and retrieval system without permission in writing by Teacher Prep Inspection-US, Inc.
Notes on how review area scores are determined:

1. Reviewers will analyze available evidence and will check all the criteria for inadequate before considering higher judgment scores.
2. The team will use a preponderance of evidence within each review area to determine the score—except where/when constraining criteria described in number 4 come into play.
3. The guidance provided by this framework is not exhaustive and must be considered in the wider context of program quality.
4. Constraining criteria are indicated where relevant (i.e. the overall review area score can NOT be Good if criteria X is not at least Good).
5. Likely sources of evidence are meant to serve as initial guidance and are not considered exhaustive.
6. Reviewers will triangulate evidence in order to ensure judgments capture typical aspects of the program. Triangulation allows reviewers to trace connections that might exist between a course and other sources of evidence as well as how similar pieces of evidence come to bear on more than one review area.
   a. For example: A reviewer will connect evidence from observing a program’s early literacy course with evidence from observing candidates teaching reading with comments graduates, principals and faculty make about the quality of reading instruction. These two pieces of evidence could then inform judgments in areas 2 (Content Knowledge and Teaching Methods), 3 (Clinical Placement, Feedback, and Candidate Performance) and possibly even 4 (Program Performance Management).
REVIEW AREA 1: Quality of Selection

Context and Rationale: This review area addresses the program’s responsibility to select candidates that show potential and/or fit for the teaching profession. This can be demonstrated in a variety of ways including standardized tests, pre-admission GPA, auditions, interviews, etc. **This review area is for informational purposes only.**

Essential questions being answered:
- What principles, criteria, and recruitment/selection practices drive the selection of program applicants?
- What is the quality, as determined by pre-selection GPA and/or standardized test scores, of recent cohorts?
- What efforts are underway to make the program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Likely sources of evidence for this review area:
- Data on pre-selection GPA of all candidates in most recent cohort
- Standardized test score data (ACT, SAT, GRE) for most recent cohort
- Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
- Handbooks or policies outlining the program’s admission criteria and process
- Conversations with program staff about selection criteria and recruitment initiatives
### Indicator 1.1 – Selection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA¹</td>
<td>All of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>At least 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>Less than 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>GPA for more than 50% of the most recently admitted cohort of students is below 2.75. –OR– The program is unable to provide data to reviewers on the individual pre-selection GPA of all admitted candidates.</td>
</tr>
<tr>
<td>Standardized Tests²</td>
<td>Teacher candidates selected for the program are drawn from the top third of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from the top half of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from below the top half but above the bottom half of the college going population, as measured by appropriate standardized tests (i.e., above the 33rd and below the 50th percentiles of the standardized test national distribution of test takers).</td>
<td>Teacher candidates selected for the program are drawn from the bottom third of the college going population. –OR– The program is unable to provide data to reviewers on the individual ACT/SAT scores of all admitted candidates.</td>
</tr>
</tbody>
</table>

¹ All programs should be able to provide review teams with the pre-admission grade point averages (GPA) of all admitted candidates.

² This applies to programs housed in institutions that use nationally-normed standardized tests in their admissions processes; community and state colleges and post-baccalaureate programs generally do not require standardized test scores like ACT, SAT, or GRE and so this criterion does not apply in those situations. For programs that cannot provide standardized test data but are housed in an institution that can provide this information, reviewers will look at the institution average for the most recently admitted class.
Indicator 1.1 – Selection (continued)

<table>
<thead>
<tr>
<th>Demographic Representation of enrolled candidates</th>
<th>The demographic profile of enrolled teacher candidates makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.</th>
<th>The demographic profile of enrolled teacher candidates contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over the past two consecutive years AND the program has a written plan with clear objectives and deadlines.</th>
<th>There is little evidence that progress has been made on selecting candidates whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Representation of program completers</td>
<td>The demographic profile of program completers makes a significant contribution to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over at least three consecutive years AND the program has a written plan with clear objectives and timelines.</td>
<td>The demographic profile of program completers contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that progress has been made over the past two consecutive years AND the program has a written plan with clear objectives and deadlines.</td>
<td>There is little evidence that progress has been made on producing new teachers whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

The program does not enroll a population of teacher candidates that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.

There is little evidence that progress has been made on selecting candidates whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.

The program does not produce a population of completers that contributes to a local teacher workforce more representative of the K12 students and has no concrete plans for becoming more representative of the student population of the schools and/or the districts served by the program.
## Indicator 1.1 – Selection (continued)

| Admission Process (e.g. audition, interview, etc.) | The program uses multiple measures\(^3\) in addition to standardized test scores and pre-selection GPA to determine fit and/or promise for teaching in its admission process, systematically monitors whether these measures result in effective teacher candidates, and provides evidence supporting the impact of these measures. | The program uses measures in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process and informally monitors how these measures impact candidate effectiveness. | The program uses some measures in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process, but does not monitor the impact of the measures on candidate effectiveness. | The program does not examine any potential or fit for teaching measures beyond standardized test scores and pre-selection GPA. |

---

\(^3\) This may include measures beyond application and background checks such as: recommendations, interviews, auditions, videos, micro-teacher, etc.
REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods

Context and Rationale: This review area focuses on how well the program ensures teacher candidates acquire content knowledge and key teaching methods and skills needed to be an effective educator. The site visit focuses on coursework and related experiences offered by the program to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of these sources is direct observation of teacher candidates so that reviewers understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the reviewed program.

Note on elementary reading and math criteria: The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy and mathematical skills. As such, reviewers will look for the specific aspects of reading and math as outlined.

Note on online learning: The online program teaching faculty knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable teacher candidate success. This includes providing clear expectations, timely accurate feedback on assignments and assessments, active learning opportunities and use of assessments, projects, and assignments that meet learning goals and assess learning progress by measuring candidate achievement of the learning goals.

Note on alternate certification programs (MAT, Post-Bacc Certification--Only): The site visit will assess how the program determines that its candidates have mastered relevant content knowledge before they complete the program, and how the program responds to any content knowledge improvement that may be needed for admitted candidates as a result of the program's assessment of their content knowledge.

Essential questions being answered:

● How does the program ensure individual teacher candidates have a secure knowledge of their content (especially Scientifically-Based Reading Instruction, Math, other subject areas in elementary programs and secondary content areas for secondary programs)?

4 For more information please see the National Standards for Quality Online Teaching
https://gsw.edu/Assets/Academic%20Affairs/files/IEP/NACOL_Standards_Quality_Online_Teaching.pdf
How does the program ensure teacher candidates are well equipped with key teaching techniques and methods (particularly classroom management, assessment, differentiation, academic feedback, questioning skills) to bring about advancements in student learning and achievement?

What connections (e.g. scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Likely sources of evidence for this review area:

- Observations of program courses (including multiple sections of the same course when these are offered)
- Course syllabi
- Conversations with teacher candidates, program faculty/staff, school staff (cooperating teachers, supervising teachers, principals), and recent program graduates
- Program handbooks
- Observations of teacher candidates teaching
- Surveys of program graduates and employers
- Degree Plans

Note on “constraining criteria” for ELEMENTARY Education Program Site Visits: The quality of literacy training delivered by the program to all teacher candidates must be good or better in order for the final judgment on Quality of Content Knowledge and Teaching Methods to be good.
**Indicator 2.1 Content Knowledge**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 = Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(ELEMENTARY)</em> Literacy Training</td>
<td>Coursework and training provide comprehensive, systematic, and sequential training of scientific research/evidence--based reading instruction within the five essential components of reading paired with elements of early literacy instruction, consistently enabling elementary teacher candidates to teach students how to read effectively, ensuring that the progress of all students is good or better. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling</td>
<td>Coursework and training address, systematic, sequential training of scientific research/evidence--based reading instruction within the five essential components of reading paired with elements of early literacy instruction, enabling elementary teacher candidates to teach students how to read effectively, <em>enhancing the progress and learning of the students they teach</em>. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling</td>
<td>Coursework and training address some components of scientific research/evidence--based reading instruction within the five essential components of reading paired with elements of early literacy instruction and inconsistently enables elementary teacher candidates to progress the learning of the students they teach. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling</td>
<td>Coursework and training do not enable elementary teacher candidates to teach literacy including scientifically based reading instruction.</td>
</tr>
</tbody>
</table>

---

5 States may require use of Praxis or other state content knowledge tests (e.g. FTCE in Florida); while programs find this necessary in order to meet state requirements, it is not sufficient in assessing content mastery to ensure that all admitted candidates have a secure grasp of content knowledge.

*Constraining criteria

6Five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(ELEMENTARY) Math Content:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coursework and training address, comprehensively and in depth, <strong>all major elementary math content areas and key aspects of math pedagogy</strong> to foster conceptual and procedural mastery of math instruction, <strong>and consistently enable</strong> teacher candidates to teach math <strong>highly effectively</strong>, ensuring that the <strong>progress and learning of all students is good or better</strong>.</td>
</tr>
<tr>
<td>Math Pedagogy:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coursework and training address, in depth, <strong>all major elementary math content areas and key aspects of math pedagogy</strong> to foster conceptual and procedural mastery of math instruction, <strong>and enable</strong> teacher candidates to teach math <strong>effectively</strong> such that they can enhance the progress and learning of the students they teach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coursework and training do not enable elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coursework and training <strong>do not enable</strong> elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.</td>
</tr>
</tbody>
</table>
### Indicator 2.1 Content Knowledge (continued)

<table>
<thead>
<tr>
<th>(ELEMENTARY) Other subject areas</th>
<th>Coursework and training <strong>consistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach highly effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>inconsistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>do not enable</strong> teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong>, particularly in elementary subjects in order to enhance the progress and learning of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Science</td>
<td>Coursework and training enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach highly effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></td>
<td>Coursework and training enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></td>
<td>Coursework and training <strong>do not enable</strong> teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong>, particularly in elementary subjects in order to enhance the progress and learning of their students.</td>
</tr>
<tr>
<td>- Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional Development and/or Capstone Coursework</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

7 Courses here could be teaching skills and strategies as well as content-specific in focus.
| (ALT CERT) Content Mastery<sup>a</sup>  | The program ensures that all candidates consistently demonstrate mastery of relevant content knowledge, and the program has clear evidence that it takes steps to assess candidates’ content knowledge, and—where necessary—provides highly effective support so that candidates’ content mastery results in the learning and progress of all students being good or better. | The program ensures that most candidates demonstrate relevant content knowledge, provides evidence that it has taken steps to assess content knowledge, and has some evidence of providing support, where necessary, so that the majority of candidates’ content mastery enhances the learning and progress of the students they teach. | The program inconsistently ensures that candidates demonstrate relevant content knowledge, and/or there is little evidence that the program assesses their content knowledge and/or, where necessary, provides little support to enable candidates to have, or gain, content mastery as a result student learning is inconsistent. | The program does not ensure candidates’ ability to demonstrate adequate content knowledge, and the program does not have steps in place to support candidates, where necessary, in gaining mastery of relevant content as a result student learning is significantly inhibited. |
| (SECONDARY) Core Subject Area | The program assesses relevant content knowledge of candidates and provides support where needed to ensure comprehensive knowledge of content so that coursework and training enable teacher candidates to teach secondary subjects highly effectively and the learning and progress of all students is good or better. | The program assesses relevant content knowledge of candidates and usually provides support where needed so that coursework and training enable teacher candidates to teach secondary subjects effectively, ensuring that they can enhance the learning and progress of the students they teach. | The program inconsistently assesses relevant content knowledge of teacher candidates, providing little support when necessary and/or coursework and training inconsistently enable teacher candidates to teach secondary subjects so that they are able to enhance the progress and learning of the students they teach. | There is little evidence that the program assesses candidate content knowledge. Coursework and training does not enable secondary teacher candidates to teach their secondary subject and as a result, student learning is significantly inhibited. |

<sup>a</sup> Content mastery of candidates is assessed and when deficiencies are evident the program takes measures to ensure those deficits are remediated so that relevant content is mastered.
## Indicator 2.2 Teaching Methods

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
</table>
| Classroom management      | Coursework and training in classroom management **equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **highly effectively** and create a **positive and highly engaging climate for academic learning**. This includes **all** of the following:  
- make effective use of time and materials  
- keep classroom on track and minimize student distraction  
- use contingent praise for good behavior  
- handle disruptive student misbehavior  
- differentiate the learning environment for students in need. | Coursework and training in classroom management **equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning**. This includes **all** of the following:  
- make effective use of time and materials  
- keep classroom on track and minimize student distraction  
- use contingent praise for good behavior  
- handle disruptive student misbehavior  
- differentiate the learning environment for students in need. | Coursework and training in classroom management **inconsistently equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Some of the following may not be present:  
- make effective use of time and materials  
- keep classroom on track and minimize student distraction  
- use contingent praise for good behavior  
- handle disruptive student misbehavior  
- differentiate the learning environment for students in need. | Coursework and training in classroom management **does not equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a positive climate for academic learning. Several of the following may not be present:  
- make effective use of time and materials  
- keep classroom on track and minimize student distraction  
- use contingent praise handle disruptive student misbehavior.  
- handle disruptive student misbehavior  
- differentiate the learning environment for students in need. |

9Key teaching skills such as academic feedback and questioning, managing student behavior, assessment, and differentiation should be embedded and integrated into different content areas such that candidates fully understand how these key skills can be used to advance student learning and how use of these skills may differ across content areas.
| Assessment | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to accurately assess K--12 student performance and progress and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results in their instruction so that all students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to accurately assess student performance and progress for most of their students and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results so that most of their students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training inconsistently equip candidates to assess student performance and progress, including inconsistent use of formative assessment results in their instruction; not all students make at least good academic progress. |
| Differentiation | Coursework and training prepares teacher candidates to highly effectively adapt the curriculum and differentiate the content, process and/or product during instruction for all students including those with ESL, special education, and gifted needs, ensuring that all students make good or better progress in the lesson and over time. | Coursework and training prepares teacher candidates to effectively adapt the curriculum and differentiate the content, process or product during instruction for most students including those with ESL, special education, and gifted needs, ensuring most students make progress in the lesson and over time. | Coursework and training does not prepare candidates to adapt the curriculum and differentiate to the content, process or product during instruction to meet the needs of students with varying learning needs. |
| Academic feedback and questioning | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to **effectively** engage all students in **rigorous** learning through **highly effective** academic feedback that is timely, accurate and specific and **high--level** questioning where students and/or teachers **build off responses**. | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through **effective** academic feedback that is timely, accurate and specific and questioning that includes **higher--level, open--ended questions**. | Coursework and training **inconsistently prepare** teacher candidates to engage students in learning through academic feedback and questioning. Coursework and training **may not address key components** of feedback (timeliness, accuracy, and specificity) OR **does not address level and variety** of questioning. | Coursework and training **do not equip candidates** to engage students in learning through academic feedback and questioning. |
### Indicator 2.3 Connections to Practice

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to practice between coursework and the clinical application</td>
<td>Program coursework has <strong>frequent and strong</strong> connections to <strong>immediate</strong></td>
<td>Program coursework <strong>frequently includes appropriate and good</strong> connections to practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>most candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>Program coursework has <strong>inconsistent</strong> relevant connections to practice with <strong>missed opportunities</strong> to include scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc., in a way that help candidates learn how to apply coursework knowledge.</td>
<td>Program coursework has <strong>few OR ineffective</strong> connections to practice such as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.</td>
</tr>
<tr>
<td>of coursework knowledge</td>
<td>coursework (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>all candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

10 Through program coursework, all candidates are provided with explicit, real-world applications of the content knowledge and teaching methods presented in coursework, and observe strong modeling of teaching methods and skills, so that teacher candidates learn how to apply their coursework knowledge to clinical practice situations. These connections to practice do not assume that fieldwork is the only way to learn application of knowledge to classroom settings: faculty modeling, role-playing among candidates enrolled in the course, the use of videos to demonstrate how skills or knowledge are deployed in the classroom, simulations, and avatar-based practice opportunities are some of the concrete ways connections to practice can be embedded in course content.
REVIEW AREA 3: Quality of Clinical Placement, Feedback, and Candidate Performance

**Context/Rationale:** The final clinical experience (often referred to as student teaching or internship) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observation is a central piece of evidence for this review area, reviewers are not evaluating teacher candidates through these observations: reviewers are judging the teaching and learning that results from the program’s efforts to develop the knowledge and teaching skills of all candidates, not the teacher candidate who is observed by reviewers. Evidence is gathered and judgments made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the review area, reviewers will include evidence on earlier clinical experiences where appropriate.

*Note on Alternate Certification Programs:* For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

**Essential questions being answered:**
- How does the program structure the final clinical experience and select the clinical placement site?
- How are cooperating teachers and/or program supervisors chosen, trained, and supported by the program?
- What aspects of teaching and learning does the observation tool provide feedback on?
- What is the quality of the feedback candidates receive? Is it an accurate reflection of the quality of teaching and learning during the observed lesson?
- How consistent is the feedback provided by the program supervisors and classroom cooperating teachers?
- Is the feedback constructive, actionable and likely to lead to improvement in teaching and learning practices?
- How do cooperating teachers, principals, and/or program supervisors view the overall quality of teacher candidate?
- What is the impact of candidate teaching on student learning during the observed lesson?
- What is the evidence from the site visit with regards to the quality of teacher candidates?
Likely sources of evidence for this review area:
- Observations of teacher candidates teaching
- Observation of feedback provided by program supervisors to candidates
- Blank and completed observations and evaluation instruments
- Conversations with teacher candidates, program faculty/staff, and school/district staff (cooperating teachers, principals, HR)
- Data on all supervisor observation scores and written comments for cohorts of teacher candidates in the reviewed program
- Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of cooperating teachers and supervisors
- Surveys of program completers

Note on “constraining criteria”: The quality of written and oral feedback (Indicator 3.2) delivered by program supervisors to all candidates must be good or better in order for the key judgment on Quality of Clinical Placement, Feedback, and Candidate Performance to be good.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 - Strong</th>
<th>3 - Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical placement timing and</td>
<td>Teacher candidates are consistently placed at the beginning of the K12</td>
<td>Teacher candidates are consistently placed within the first two weeks of</td>
<td>Teacher candidates are not consistently placed within first two weeks of the K12 school term and/or lasts for less than ten weeks but more than six weeks.</td>
<td>Student teaching lasts for less than six weeks.</td>
</tr>
<tr>
<td>length</td>
<td>school term (ideally at the beginning of a school year) and student teaching lasts for at least a full school term.</td>
<td>K12 school term and student teaching lasts for at least ten weeks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher candidates are consistently placed at the beginning of the K12 school term (ideally at the beginning of a school year) and student teaching lasts for at least a full school term.
## Indicator 3.1 - Clinical Placement (continued)

<table>
<thead>
<tr>
<th>Selection of clinical placement schools(^{11,12})</th>
<th>High--quality placements ensure that teacher candidates gain substantial practical experience to develop their teaching skills effectively in schools that are high performing and/or improving over the past two years, a substantial portion of which have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements ensure that teacher candidates gain practical experience to develop their teaching skills effectively in placements where most schools are high performing and/or improving over the past two years, some of which have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements inconsistently ensure that teacher candidates gain practical experience to develop their teaching skills effectively in placements where some schools are high performing and/or improving over the past two years, some of which have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements do not ensure that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of cooperating teachers (mentor teachers)(^13)</td>
<td>Cooperating teachers are consistently chosen based on demonstrated effectiveness and capacity to serve as a mentor.</td>
<td>Cooperating teachers are often chosen for effectiveness and capacity to serve as a mentor.</td>
<td>Program has selection criteria that cooperating teachers be chosen for effectiveness and capacity to serve as a mentor but cooperating teachers inconsistently have these.</td>
<td>There is no clear rationale for choosing cooperating teachers for their effectiveness OR for their capacity to serve as mentors.</td>
</tr>
</tbody>
</table>

---

\(^{11}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program this criterion does not apply (e.g. alternative certification programs).

\(^{12}\) Team will examine up to 10 schools where most candidates are placed plus any not on that list but where the team observed.
### Indicator 3.1 - Clinical Placement (continued)

| (ALT CERT)14 | Programs consistently demonstrate that multiple supports are in place for candidates who are teaching, including frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as evidence that **strategic interventions** routinely take place to address weaknesses in candidate performance if/when they arise. | Programs demonstrate that they **provide some** onsite support for candidates who are teaching------**examples may include** frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as **some evidence** that interventions take place to address weaknesses in candidate performance if/when they arise. | Programs **inconsistently demonstrate supports** are in place for candidates teaching through onsite visits to assess candidate performance and/or **few interventions** are available if/when placement weaknesses arise OR the interventions take place **inconsistently** and/or are **inconsistently effective**. | Programs are **not able to demonstrate** supports are in place for candidates teaching. There is **little or no evidence** of onsite support for candidates and/or they do not make interventions when weaknesses in candidate performance arise OR the interventions are **ineffective**. |

---

13 For programs where clinical placement is determined by employment of program candidates as the teacher of record who are enrolled in the program, this criterion **does not apply**.

14 For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.
### Indicator 3.2 – Observation and Feedback

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
</table>
| Observation form(s) used by program supervisors | Observation and/or evaluation instrument(s) **addresses most** (5–6):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses only some** (3–4):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses few** (1–2):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge |
### Indicator 3.2 – Observation and Feedback (continued)

<table>
<thead>
<tr>
<th>Program supervisor and cooperating teacher training on observation and evaluation</th>
<th>All program--based supervising teachers and classroom cooperating teachers receive <strong>regular substantive training</strong> to <strong>measurable standards for reliability</strong> on methods and practices of high--quality observation and feedback.</th>
<th>All program--based supervising teachers and classroom cooperating teachers receive <strong>regular substantive training</strong> on methods and practices of high--quality observation and feedback.</th>
<th>Program--based supervising teachers and classroom cooperating teachers receive <strong>minimal training, at least annually</strong>, on the observation and/or evaluation instrument.</th>
<th>The program <strong>does not provide training</strong> on methods and practices of effective observation and feedback to program--based supervising teachers or classroom cooperating teachers who observe/host teacher candidates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of written and oral feedback*</td>
<td><strong>Accurate written and oral feedback</strong> after each required observation has a clear link to <strong>evidence of student learning</strong> during the observed lesson, <strong>strategically</strong> builds on previous feedback, and identifies key action steps for improvement.</td>
<td><strong>Accurate written and oral feedback</strong> after each required observation <strong>usually</strong> has a clear link to <strong>evidence of student learning</strong> during the observed lesson, builds on previous feedback, and identifies <strong>most</strong> key action steps for improvement.</td>
<td><strong>Written and oral feedback</strong> after each required observation is <strong>inconsistent</strong> and/or <strong>inconsistently builds</strong> upon previous feedback, <strong>does not link</strong> to student learning, and/or <strong>does not directly identify</strong> action steps for improvement.</td>
<td><strong>Written and oral feedback</strong> after each required observation is <strong>inaccurate</strong> and/or <strong>does not link to</strong> student learning and <strong>does not identify</strong> key action steps for improvement.</td>
</tr>
</tbody>
</table>

* Constraining Criteria
### Indicator 3.2 – Observation and Feedback (continued)

| Consistency of expectations | Supervising teachers, classroom cooperating teachers and all classroom observers have **consistently high expectations** for candidate performance and student learning, and they work collaboratively to deliver **strong feedback that is accurate and highly relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **usually** have **consistent expectations** about candidate performance and student learning, and they **mostly** work collaboratively to ensure that **feedback is accurate and relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **have inconsistent expectations** about candidate performance and student learning, and/or their feedback is **inconsistent or not always relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers provide teacher candidates with **feedback that is not accurate or relevant** to the needs of teacher candidates and/or **expectations are not clear**. |

### Indicator 3.3 – Candidate Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement and candidate impact on student learning during lesson[^15]</td>
<td>All students are engaged in learning during the observed lesson and candidate teaching <strong>consistently advances</strong> student learning during the observed lesson.</td>
<td>Most students are engaged in learning during the observed lesson and candidate teaching <strong>consistently advances</strong> student learning for most students during the lesson.</td>
<td>Students are <strong>inconsistently engaged</strong> in learning during the observed lesson and candidate teaching <strong>inconsistently advances</strong> student learning.</td>
<td>Few students are engaged in learning during the observed lesson and candidate teaching <strong>does not contribute to</strong> student learning.</td>
</tr>
</tbody>
</table>

[^15]: Student learning during an observed lesson can be determined by direct observation of student work in the classroom as well as evidence that students are active in debate and discussion during the lesson, discovering evidence or patterns, making contributions to the understanding of other students—or even the teacher—of a subject or topic, asking and/or answering probing questions, and providing responses to reviewer questions that demonstrate learning and understanding of lesson content.
### Indicator 3.3 – Candidate Performance (continued)

| Subject Knowledge | Students benefit from **accurate and high-quality** content because candidates **consistently teach exceptionally well**, demonstrating strong subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students benefit from **accurate** content because candidates consistently teach **well**, demonstrating **good** subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students **inconsistently** benefit from accurate content because candidates teach inconsistently, demonstrating some **errors** in subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students have **few opportunities** to benefit from accurate content because candidates are **unable to consistently demonstrate** subject knowledge to ensure that lessons are taught accurately and/or **inaccuracies in content adversely impact student learning.** |
| Teaching Skills and Strategies | Student learning and engagement are supported by teacher candidate ability to **consistently and highly effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and engagement are supported by teacher candidate ability to **consistently and effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and engagement are **not always supported** due to **inconsistent ability** of teacher candidate to demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and/or engagement is **impeded by** teacher candidate **inability** to use one or more of these teaching and learning:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |

---

Page 24
## Indicator 3.3 – Candidate Performance (continued)

<table>
<thead>
<tr>
<th>Feedback from recent graduates and principals of recent graduates</th>
<th>Recent graduates, cooperating teachers and principals of recent graduates report that program graduates make a <strong>strong positive</strong> impact on student learning without the need for targeted interventional professional development from the school or district.</th>
<th>Recent graduates and principals of recent graduates report that program graduates make a <strong>positive</strong> impact on student learning without the need for targeted interventional professional development from the school or district.</th>
<th>Recent graduates and principals of recent graduates report that <strong>significant professional development</strong> was required in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress.</th>
</tr>
</thead>
</table>

Recent graduates and principals of recent graduates report that program graduates make a **positive** impact on student learning without the need for targeted interventional professional development from the school or district. Recent graduates and principals of recent graduates report that program graduates make a **positive** impact on student learning without the need for targeted interventional professional development from the school or district. Recent graduates and principals of recent graduates report that **significant professional development** was required in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress.
REVIEW AREA 4: Quality of Program Performance Management

**Rationale/Context:** This review area examines whether and how program leadership—at all levels—utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Program performance management gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Program performance management also includes systematic and regular attention to the quality of program coursework and faculty teaching, taking into account their impact on relevant program outcomes and to the ability of all candidates to teach well as a result of the quality of course content and faculty teaching.

Quality assurance through effective program performance management takes place by building and sustaining a culture of continuous improvement that directly engages all members of the organization. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to gauge the impact of these improvement actions. The site visit also focuses on the quality and accuracy of data used by the program to assess its own performance, in particular whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Core concepts of program performance management are: full engagement of all members of the organization in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the culture of the program.

**Essential questions being answered:**
- How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance and make improvements to the program? How often?
● What is the quality of data collected and used by the program and who uses it? How does the program monitor the quality of its data and seek to improve data quality where needed?
● Does the program have—and use—quality control “gates”, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data are used to make these decisions?
● Does the program have intervention plans for weaker candidates? For those candidates unable to meet performance improvement goals, is there a non-certification degree track for them?
● How does the program monitor and take steps to improve the quality of coursework and teaching?
● How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?
● How does program leadership take action as a result of information? Frequency? What steps are taken to monitor the results of steps taken to make improvements?
● How does the program ensure it meets Florida Statutes (1004.04(2)(d), 1004.85(3)(b)3, 1012.56(8)) whereby prior to program completion, each candidate must demonstrate positive impact on student learning growth and pass all relevant portions of the Florida Teacher Certification Examination (FTCE)?

Likely sources of evidence for this review area:
● Data over time (to include: teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning)
● Observations of teacher candidates teaching and of program courses
● Courses taught through multiple sections or at multiple sites
● Observation of feedback provided to candidates
● Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
● Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
● Program handbooks, MOUs, and/or other program documents
● Program or individual candidate improvement plans, action plans, and results of the interventions
● Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes
<table>
<thead>
<tr>
<th>Indicator 4.1: Program Performance Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td><strong>Quality of Data</strong></td>
</tr>
<tr>
<td><strong>Internal quality control gates (or checkpoints) and intervention plans</strong></td>
</tr>
</tbody>
</table>
### Indicator 4.1: Program Performance Management (continued)

| Quality monitoring (data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations) | The program has a **formal organized system** through which program leadership uses high-quality data to **regularly and systematically monitor** overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes **regular examination of observation and feedback instruments and practices** as well as **regular training** for supervising teachers. | The program has an **informal set of processes** through which program leadership **usually makes use of good data to monitor** overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes **review of observation and feedback instruments and practices** as well as **regular training** for supervising teachers. | Program leadership **inconsistently monitors** overall quality of coursework, field experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is **not regular** nor is training for supervising teachers. | The program **does not take steps to monitor** the quality of coursework, candidate fieldwork experiences, and/or the program’s observation and feedback practices. Supervising teachers **do not receive at least annual training** to ensure consistency of approach in giving feedback to teacher candidates. |
| Monitoring coursework quality and coursework--clinical connections | Program leaders **systematically monitor the quality of coursework and teaching and take steps** to ensure there are **strong connections** between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn. | Program leaders have an **informal system** in place to **monitor the quality of coursework and teaching and** to ensure there are **good connections** between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn. | Program leaders **inconsistently monitor** the quality of coursework and teaching and do not ensure the presence of good coursework--clinical connections, and/or they inconsistently monitor how well information is shared between the faculty who teach courses and those who supervise candidate clinical performance. | Program leaders **do not monitor** the quality of coursework and teaching to ensure good coursework--clinical connections. |
### Indicator 4.1: Program Performance Management (continued)

| Quality improvement planning<sup>16</sup> | The program has a **formal system for improvement planning** informed by **high-quality data**, involving **all relevant stakeholders** in continuous improvement activities, and resulting in **action plans with measurable goals**. There is a **sustained cycle** of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program's quality improvement activities **usually make use of good quality data** and involve **many key stakeholders** to produce action plans with measurable goals. However, **there is no formal system** in place that supports a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program **inconsistently** makes use of improvement plans based on monitoring data to develop action steps that result in stronger outcomes for individual and groups of teacher candidates and completers. | Quality improvement plans are **not used to examine the effectiveness** of the program and secure further improvements in outcomes for individual and groups of teacher candidates and completers. |

<sup>16</sup>Quality improvement planning involves all stakeholders, using results to take action for continuous improvement.
Appendix D

Florida Department of Education State Approved Program Standards – Summary

Unlike most degree programs and majors at institutions of higher education, the operations and content of teacher education programs are governed by both state of Florida statute and rule.

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs
- Florida Rule 6A-5.006: Approval of Teacher Preparation Programs
  - Includes Florida Site Visit Framework

For graduates from teacher education programs to be eligible for teaching licensure in the state of Florida, individual academic programs must be fully approved by the Florida Department of Education on a 5 (now 7) year cycle. Annual review of the operations of teacher education programs is also conducted via submission of various data points and procedural narratives.

Below are areas in which either state of Florida statute or rule outline requirements for teacher education programs.

1. Curricular Standards – Uniform Core Curriculum for Florida State Approved Educator Preparation Programs
   - State statute and rule outline a large variety of specific knowledge and skills that must be taught and assessed in all students enrolled in a teacher education programs:
   - Florida Educator Accomplished Practices (Statute)
   - Professional Education Competencies and Skills (Statute)
   - Subject Area Competencies and Skills (Statute)
   - Reading Endorsement Competencies (Statute)
   - Florida Teacher Standards for English to Speakers of Other Languages (ESOL) Endorsement (Statute)
   - Strategies for the following:
     - Instruction of students with disabilities
     - Differentiate instruction based on student needs
     - Practices to support evidence based content aligned to state standards and grading practices
     - Early identification of students in crisis and referral of student to mental health professional
     - Support the use of technology in education and distance learning
• Demonstration of positive impact on K-12 student learning in field experience setting (Statute)

2. Candidate Admission Standards
• 2.5 GPA (Statute)
• FLDOE Admissions Preferences (Rule)
  o Top Third of Standardized Test
  o Demographic Representation of K-12 School Students

3. Candidate Assessment Standards
• Three Florida Teacher Certification Exams (FTCE) are required to be taken and passed during coursework, prior to graduation from a FLDOE state approved teacher education program. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. (Statute)
• Rigorous measurement and reporting of student learning outcomes related to the above curricular standards are required throughout all coursework (see Candidate and Completer Performance Management System)
  o For example, in Fall 2021 semester 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported by teacher education faculty and staff

Due to standards outline in 4 and 5 below, the College of Education has formed an Office of Quality Assurance composed of one specialized faculty and two staff to oversee all data collection, analysis, and reporting. Due to faculty assignments of responsibility, which includes teaching, research, and service, the College invested in this office to help alleviate faculty burden and address retention concerns.

4. Program Review and Public Reporting Standards
• APPR (Statute) –
  The Annual Program Performance Report (APPR) includes program completer data based on the following performance metrics:
  o Passage rates on Florida Teacher Certification Examinations
  o Program completers performance on student learning growth formula
  o Results of program completers annual teacher evaluations
Workplace contributions that includes placement of completers in instructional positions in Florida public and private schools

- Number of completers in critical teacher shortage certification areas

Shorter version:
The Florida Department of Education annually issues the Annual Program Performance Report (APPR) based on each program’s completer data on passage rates on the Florida Teacher Certification Examinations (FTCEs), performance on student learning growth formula, annual teacher evaluations, and placement of completer in instructional positions in Florida public and private schools.

- Annual Institutional Program Evaluation Plan (IPEP) (Statute 4(c))
  - Programs must annually report and document evidence of meeting program approval standards in the eIPEP system. This includes all individuals admitted, enrolled, and completing the program, as well as when program milestones are met. Additionally, the program must also provide documentation of requirements outlined in statute, including results of completer and satisfaction surveys, candidate performance on the uniform core curriculum, how the program addresses continuous program improvement, and how involvement of primary stakeholders.

5. Program Performance Management Standards

- Candidate and Completer Performance Management System
  - The Florida Department of Education’s Continued Approval Standards and the Florida Site Visit Framework require programs to have systems in place to collect and analyze data to monitor candidate and completer performance. Programs utilize this data to inform program changes and improvements.

The program monitors candidate performance on the UCC in coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years
1 and 2 of employment. The program also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE to include in the APPR data.

- 2 Year Rule/Guarantee (Statute 4(d))
  o Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

6. Field Experiences and Internship Standards
   a. Field Experience Requirements (Statute)
      i. Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments
   b. Field Experiences with Diverse Population of Students (Statute)
      i. Multiple Grade Level Population
      ii. Diverse Student Populations
      iii. Diverse School Performance
      iv. English Language Learners
      v. Literacy Rich Classroom Environments
   c. Student Teaching Internship/Clinical Placement (Framework 3)
      i. Full School Term/Semester (15 weeks)
      ii. Placement in High Performing and/or Improving School
      iii. Placement in a School with Diverse Student Population
      iv. Effective Mentor Teachers
      v. Training of Mentor Teachers and Faculty Supervisors
      vi. Rigorous Evaluation Schedule
         1. 5+ Observations & Feedback Sessions Conducted by Faculty
   d. Cooperating/Mentor Teacher Requirements Hosting University Students
i. Clinical Educator Training
ii. Florida Professional Florida Teacher Certificate
iii. At least 3 years of teaching experience in PK-12 grade
iv. Earned an effective of highly effective on the prior year’s teacher evaluation
v. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

e. Framework 2.3 (Connections)
i. The Florida Site Visit Framework evaluates program coursework’s connection to immediate practice, such as observations of classroom teaching in school settings, completing assignments in the field with K-12 students based on concepts learned in coursework, and applying concepts learned in coursework while teaching in K-12 classrooms.

7. Faculty Qualification Standards
   • A variety of faculty requirements exist for specific courses and not all faculty have the required qualifications. These courses include:
     o Reading Course Requirements
     o ESOL Course Requirements
     o Impact on PK-12 Learning Course Requirements
     o Student Teaching Course Requirements
     o Faculty Coordination Needs
   • The most common requirements are:
     o Three years of successful PK-12 teaching,
     o Clinical Educator Training, and
     o Annual Relevant Experiences in PK-12 school.
   • Due to all the above, we only have the current faculty resources to teach each class one time per year, thus necessitating admissions one time per year.
## Appendix E

<table>
<thead>
<tr>
<th>School District</th>
<th>Closest Public University</th>
<th>National Ranking in Size</th>
<th>Fall 2018 Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami - Dade County Public Schools</td>
<td>Florida International University</td>
<td>4</td>
<td>350,434</td>
</tr>
<tr>
<td>Broward County Public Schools</td>
<td>Florida Atlantic University</td>
<td>6</td>
<td>270,978</td>
</tr>
<tr>
<td>Hillsborough County Public Schools</td>
<td>University of South Florida</td>
<td>7</td>
<td>220,252</td>
</tr>
<tr>
<td>Orange County Public Schools</td>
<td>University of Central Florida</td>
<td>9</td>
<td>208,203</td>
</tr>
<tr>
<td>Palm Beach County Public Schools</td>
<td>Florida Atlantic University</td>
<td>10</td>
<td>192,533</td>
</tr>
<tr>
<td>Duval County Public Schools</td>
<td>University of North Florida</td>
<td>20</td>
<td>130,229</td>
</tr>
<tr>
<td>Polk County Public Schools</td>
<td>University of South Florida</td>
<td>27</td>
<td>101,408</td>
</tr>
<tr>
<td>Pinellas County Public Schools</td>
<td>University of South Florida - St. Petersburg</td>
<td>28</td>
<td>100,948</td>
</tr>
<tr>
<td>Lee County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>32</td>
<td>94,410</td>
</tr>
<tr>
<td>Pasco County Public Schools</td>
<td>University of South Florida</td>
<td>48</td>
<td>75,048</td>
</tr>
<tr>
<td>Brevard County Public Schools</td>
<td>University of Central Florida</td>
<td>50</td>
<td>73,734</td>
</tr>
<tr>
<td>Osceola County Public Schools</td>
<td>University of Central Florida</td>
<td>55</td>
<td>68,554</td>
</tr>
<tr>
<td>Seminole County Public Schools</td>
<td>University of Central Florida</td>
<td>56</td>
<td>68,269</td>
</tr>
<tr>
<td>Volusia County Public Schools</td>
<td>University of Central Florida</td>
<td>62</td>
<td>63,223</td>
</tr>
<tr>
<td>Manatee County Public Schools</td>
<td>University of South Florida</td>
<td>95</td>
<td>49,301</td>
</tr>
<tr>
<td>Collier County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>102</td>
<td>47,436</td>
</tr>
<tr>
<td>Lake County Public Schools</td>
<td>University of Central Florida</td>
<td>115</td>
<td>43,941</td>
</tr>
<tr>
<td>Sarasota County Public Schools</td>
<td>University of South Florida</td>
<td>119</td>
<td>43,111</td>
</tr>
<tr>
<td>Marion County Public Schools</td>
<td>University of Florida</td>
<td>120</td>
<td>42,913</td>
</tr>
<tr>
<td><strong>Leon County Public Schools</strong></td>
<td><strong>Florida State University</strong></td>
<td>-</td>
<td><strong>33,978</strong></td>
</tr>
<tr>
<td>Wakulla County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,059</td>
</tr>
<tr>
<td>Gadsden County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,237</td>
</tr>
<tr>
<td>Jefferson County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>769</td>
</tr>
<tr>
<td>Liberty County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>1,318</td>
</tr>
</tbody>
</table>
Board of Governors, State University System of Florida  
Specialized Admissions Status  
Initial Approval Request Form  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: Florida State University

DEGREE PROGRAM: Special Education

CIP CODE 13.1001  Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University Special Education undergraduate program respectfully requests the admission of 30 students each academic year due to the resource demands of maintaining a state approved teacher education program. The program is currently approved for Limited Access admissions of 30 students a year. There would be no change in current admissions procedures [https://education.fsu.edu/teacher-ed-admissions](https://education.fsu.edu/teacher-ed-admissions) If more than 30 applications are received, applicants are ranked according to the rubric score of their essay added with their GPA. This number is used to rank the top 30 applicants.

Rationale
The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a Florida Professional Educator’s Certificate are considered met. Currently, the FSU College of Education Special Education program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:
• Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs (Appendix A)
• Florida Rule 6A:5.006: Approval of Teacher Preparation Programs (Appendix B), including the TPI-US Florida Site Visit Framework (Appendix C).

Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the Special Education program faculty have designed an intensive series of field experiences that includes 334 hours in local schools prior to internship. The final internship, also known as student teaching, is a 15 week, 600 hour placement in special education school classroom which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.

The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4th largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:

1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year’s teacher evaluation
5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 37 special education classroom teachers in Leon County Schools on the district-maintained list. If the Special Education program admits 30 students each year, 90 placements are needed. The College is currently coordinating with Wakulla County Schools, as well as Florida State University Schools to provide the additional placements. Accepting more students than 30 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Since the FLDOE requires Special Education state approved programs to include the coursework and field placements required by the ESOL endorsement, program students also need to have field placements in classrooms with English Language Learners (ELLs). In general, the ELL population in Leon County is around 3%. The statewide average is approximately 10% with other districts having upwards of 19% of students being ELLs. We are currently at capacity with ELL placements in Leon and Wakulla Counties.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years 1 and 2 of employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the Special Education BS program is currently 91%. This high graduation rate mean that
more students are fully prepared to meet the critical teacher needs in the state of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The largest resource needed by the Special Education program is access to state and district approved classroom placements. This resource cannot be impacted by Florida State University since the resource is external in nature.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The program is currently approved for Limited Access and thus, no changes to admissions requirements are being proposed. The College continues to work with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Since the program is currently approved for Limited Access and no admissions changes are being proposed, we do not believe that the current race and gender profile will be impacted by approval for Specialized Admissions.
Required Signatures

Amy Guertin
Requestor/Initiator

Damon Andrew
Signature of College Dean

Renée Gibbs
Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the Board of Trustees

Date Approved by the Board of Trustees
Appendix A

The 2021 Florida Statutes

Title XLVIII  EARLY LEARNING-20 EDUCATION CODE
Chapter 1004  PUBLIC POSTSECONDARY EDUCATION

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—
(a) The Legislature recognizes that effective teachers make an important contribution to a system that allows
students to obtain a high-quality education.
(b) The intent of the Legislature is to require the State Board of Education to maintain a system for
development and approval of teacher preparation programs which allows postsecondary teacher preparation
institutions to employ varied and innovative teacher preparation techniques while being held accountable for
producing program completers with the competencies and skills necessary to achieve the state education goals;
help all students in the state’s diverse student population meet high standards for academic achievement;
maintain safe, secure classroom learning environments; and sustain the state system of school improvement and
education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—
(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish
uniform core curricula for each state-approved teacher preparation program.
(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must
include, but are not limited to, the following:
   1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
   2. The use of state-adopted content standards to guide curricula and instruction.
   3. Scientifically researched and evidence-based reading instructional strategies that improve reading
      performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic
      awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
   4. Content literacy and mathematics practices.
   5. Strategies appropriate for the instruction of English language learners.
   6. Strategies appropriate for the instruction of students with disabilities.
   7. Strategies to differentiate instruction based on student needs.
   8. The use of character-based classroom management.
   9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health
      challenge and the referral of such student to a mental health professional for support.
   10. Strategies to support the use of technology in education and distance learning.
(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s
    area or areas of program concentration during course work and field experiences. Beginning with candidates
    entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage

area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate’s field experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(3) INITIAL STATE PROGRAM APPROVAL.—
(a) A program approval process based on standards adopted pursuant to this subsection and subsection (2) must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution’s and the program’s capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum:

1. For admission into the program, to 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 of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. To demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination by the time of graduation 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.

(c) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall provide a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Documentation from the program that each program candidate met the admission requirements provided in subsection (3).

2. Documentation from the program that the program and each program completer have met the requirements provided in subsection (2).

3. Evidence of performance in each of the following areas:
   a. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available.
   b. Rate of retention for employed program completers in instructional positions in Florida public schools.
   c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
d. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. § 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.

e. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34.

f. Production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

4. Results of the program completers’ survey measuring their satisfaction with preparation for the realities of the classroom.

5. Results of the employers’ survey measuring satisfaction with the program and the program’s responsiveness to local school districts.

(b) The State Board of Education shall adopt rules for continued approval of teacher preparation programs which include the program review process, the continued approval timelines, and the performance level targets for each of the continued approval criteria in paragraph (a). Additional criteria may be approved by the State Board of Education. The Commissioner of Education shall determine the continued approval of each program based on the data collected pursuant to this section and the rules of the State Board of Education.

(c) Each program must prepare and submit to the Department of Education an institutional program evaluation plan. Each institutional program evaluation plan must incorporate the criteria established in paragraphs (a) and (b) and may include additional data chosen by the program. The plan must provide information on how the institution addresses continuous program improvement and must include provisions for involving primary stakeholders, such as program completers, public school personnel, classroom teachers, principals, community agencies, and business representatives in the evaluation process.

(d) 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. Any program completer who is employed in a Florida public school during this 2-year period and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34 shall be provided additional training by the teacher preparation program at no expense to the educator or the employer if requested by the employing school district or charter school. Such training must consist of an individualized plan agreed upon by the school district and the postsecondary educational institution which includes specific learning outcomes. The postsecondary educational institution assumes no responsibility for the educator’s employment contract with the employer.

(e) Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements. The state reporting requirements must minimize a program’s reporting burden whenever possible without compromising data quality. The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph and results of the surveys required under paragraph (a), and may include other information chosen by the institution or program.

(f) By January 1 of each year, the Department of Education shall report the results of each approved program’s annual progress on the performance measures in paragraph (a) as well as the current approval status of each
program to:

1. The Governor.
2. The President of the Senate.
3. The Speaker of the House of Representatives.
4. The State Board of Education.
5. The Board of Governors.
6. The Commissioner of Education.
7. Each Florida postsecondary teacher preparation program.
8. Each district school superintendent.
9. The public.

This report may include the results of other continued approval requirements provided by State Board of Education rule and recommendations for improving teacher preparation programs in the state.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice field experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:

   a. Evidence of “clinical educator” training;
   b. A valid professional certificate issued pursuant to s. 1012.56;
   c. At least 3 years of teaching experience in prekindergarten through grade 12;
   d. 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; and
   e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received “clinical educator” training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a
United States military base in another country through a Florida online or distance program must have received “clinical educator” training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. The length of structured field experiences may be extended to ensure that candidates achieve the competencies needed to meet certification requirements.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice field experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

(6) RULES.—The State Board of Education shall adopt necessary rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Appendix B

6A-5.066 Approval of Teacher Preparation Programs.
This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in Sections 1004.04, 1004.85, and 1012.56(8), F.S.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “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 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-year period.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.


(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

(k) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(n) “High-performing schools” mean schools with a school grade of A or B.

(o) “Improving schools” mean schools that have improved a letter grade from the previous year.

(p) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(q) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a seven-year period.
(r) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under Section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(s) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in Section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(t) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(u) “Professional education competency program” or “PEC program” means a program under Section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, or private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

(v) “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(w) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(x) “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.,” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(y) “Professional development certification program” or “PDCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(z) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(aa) “Program completer” means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator’s Certificate.

(bb) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under Section 1012.34, F.S.

(cc) “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.


(ee) “Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.
(ff) “Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(gg) “Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(d)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

(hh) “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

(ii) “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in Section 1004.04(4)(d), F.S.

(jj) “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:
   a. Candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4). Candidates entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   b. 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 entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   c. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).
4. Content literacy and mathematical practices.
5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student’s mastery of the four (4) language skills of listening, speaking, reading, and writing.
   a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.
   b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.
6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.
7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process, learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities.

8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.

9. Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

(2) Standards for approval of teacher preparation programs.

(a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:

1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.

2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education, under Chapter 1005, or demonstrate that the program is exempt from the Commission’s approval under Section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.

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

4. 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;

5. 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; and,

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

(b) Processes for initial approval of teacher preparation programs.

(a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state-approval of a teacher preparation program.

(b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2021.

(c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:

1. Receipt of the application.
2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).

3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.
   a. An approval notice shall provide the program with an initial approval period of seven (7) years.
   b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

(d) Reporting requirements for state-approved teacher preparation programs.

(a) State-approved teacher preparation programs shall report the following data to the Department:

1. Each provider shall annually submit program candidate and completer data to the Department’s secure management information system.

2. All providers with a state-approved Educator Preparation Institute must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts.

3. All state-approved teacher preparation programs must annually report via the Department’s eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.
4. All PDCP programs approved per Section 1012.56(8), F.S., must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/ program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(h), the program has at least one completer within the last three (3) years of the continued approval period.
2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);
3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2021, during the last year of approval and at least sixty (60) days before a site visit; and,
4. Based upon the information provided on Continued Approval Form CA-2021, the provider demonstrates that it meets the following requirements:
   a. The provider admits candidates that meet the state-mandated requirements;
   b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;
   c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;
   d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);
   e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;
   f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,
   g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers’ satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   i. Any state-approved teacher preparation program approved per Section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in Sections 1004.04(4)(a)3., 1004.85(4)(b), and 1012.56(8)(d)2., F.S. Data shall be based on each of the program’s completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1), of this rule. Performance metrics not applicable to a program shall not be rated.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<table>
<thead>
<tr>
<th>Performance Metrics</th>
<th>Level 4 Performance Target (4 points)</th>
<th>Level 3 Performance Target (3 points)</th>
<th>Level 2 Performance Target (2 points)</th>
<th>Level 1 Performance Target (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>Placement rate is at or correct level</td>
<td>Placement rate is at or correct level</td>
<td>Placement rate is at or correct level</td>
<td>Placement rate is at or correct level</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rate</td>
<td><strong>Above the 68th percentile of all equivalent programs across the state.</strong> The average number of years employed in the 5-year period following initial placement is 4.5 years or more.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Above the 34th percentile and below the 68th percentile of all equivalent programs across the state.</strong> The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Above the 5th percentile and below the 34th percentile of all equivalent programs across the state.</strong> The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Below the 5th percentile of all equivalent programs across the state.</strong> The average number of years employed in the 5-year period following initial placement is less than 2 years.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.</td>
<td><strong>Not calculated.</strong> The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≤ 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is ≤ 5 percent.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performance by subgroups data</td>
<td><strong>At least 75 percent of the subgroups meet or exceed the state standard for performance.</strong> At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.</strong> Fewer than 25 percent of the subgroups exceed the state standard for performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.</td>
<td><strong>Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received highly effective or effective ratings, and no completers were rated unsatisfactory.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program did not meet criteria for Level 2, 3, or 4.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of program completers in statewide critical teacher shortage</td>
<td><strong>The critical teacher shortage program increased the number of</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received highly effective or effective ratings, and no completers were rated unsatisfactory.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program did not meet criteria for Level 3, but at least 60 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program did not meet criteria for Level 2, 3, or 4.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
areas, per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.; program completers compared to the year before with a minimum of 2 completers in each year.

BONUS ONLY, pursuant to paragraph (1)(h) of this rule.

(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,
2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2021, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider’s elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider’s prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider’s program with the largest enrollment will be reviewed during the site visit.

(d) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at https://www.florida-eipep.org/ that describes the program’s strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(d).

(e) During the site visit, using the Florida Site Visit Framework, Form FSVF-2021, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2021)
2. 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. (Review Area 3 on Form FSVF-2021)
3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2021)

(f) Each of the three site visit review areas found in subparagraphs (7)(d)1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is needs improvement, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.
(g) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider’s receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at https://www.florida-eipep.org/. The improvement plan must specify at least three (3) improvement goals strategies for achieving these goals and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at https://www.florida-eipep.org/.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider’s state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be (.50 * 3.2)+(.20 * 3)+(.30 * 4) = 3.4.

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule, must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection (2) of 6A-4.006, F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,
3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant’s deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.

(a) Florida Department of Education Initial Program Approval Standards, Form IAS-2021

(b) Florida Department of Education Continued Approval, Form CA-2021

(c) Florida Site Visit Framework, Form FSVF-2021, effective November 2021,

Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History-New 7-2-98, Amended 8-7-00, 3-19-06, 2-17-15, 1-1-18, 4-30-18, 10-24-19, 11-23-21.
Appendix C

Florida Site Visit Framework

© 2017. Teacher Prep Inspection---US, Inc. All rights reserved.

In furtherance of its charitable purposes, Teacher Prep Inspection---US, Inc. (TPI---US) asserts full intellectual property rights to this Framework and to any work conducted by TPI---US through use of this Framework. This includes the TPI---US process of teacher preparation program site visits and related records, reports, documents, products and other material sent in conjunction with this process.

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying, recording, or using any information storage and retrieval system without permission in writing by Teacher Prep Inspection-US, Inc.
Notes on how review area scores are determined:

1. Reviewers will analyze available evidence and will check all the criteria for inadequate before considering higher judgment scores.
2. The team will use a preponderance of evidence within each review area to determine the score—except where/when constraining criteria described in number 4 come into play.
3. The guidance provided by this framework is not exhaustive and must be considered in the wider context of program quality.
4. Constraining criteria are indicated where relevant (i.e. the overall review area score can NOT be Good if criteria X is not at least Good).
5. Likely sources of evidence are meant to serve as initial guidance and are not considered exhaustive.
6. Reviewers will triangulate evidence in order to ensure judgments capture typical aspects of the program. Triangulation allows reviewers to trace connections that might exist between a course and other sources of evidence as well as how similar pieces of evidence come to bear on more than one review area.
   a. For example: A reviewer will connect evidence from observing a program's early literacy course with evidence from observing candidates teaching reading with comments graduates, principals and faculty make about the quality of reading instruction. These two pieces of evidence could then inform judgments in areas 2 (Content Knowledge and Teaching Methods), 3 (Clinical Placement, Feedback, and Candidate Performance) and possibly even 4 (Program Performance Management).
REVIEW AREA 1: Quality of Selection

Context and Rationale: This review area addresses the program’s responsibility to select candidates that show potential and/or fit for the teaching profession. This can be demonstrated in a variety of ways including standardized tests, pre-admission GPA, auditions, interviews, etc. This review area is for informational purposes only.

Essential questions being answered:
● What principles, criteria, and recruitment/selection practices drive the selection of program applicants?
● What is the quality, as determined by pre-selection GPA and/or standardized test scores, of recent cohorts?
● What efforts are underway to make the program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Likely sources of evidence for this review area:
● Data on pre-selection GPA of all candidates in most recent cohort
● Standardized test score data (ACT, SAT, GRE) for most recent cohort
● Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
● Handbooks or policies outlining the program’s admission criteria and process
● Conversations with program staff about selection criteria and recruitment initiatives
## Indicator 1.1 - Selection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA&lt;sup&gt;1&lt;/sup&gt;</td>
<td>All of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>At least 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>Less than 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>GPA for more than 50% of the most recently admitted cohort of students is below 2.75. –OR– The program is unable to provide data to reviewers on the individual pre-selection GPA of all admitted candidates.</td>
</tr>
<tr>
<td>Standardized Tests&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Teacher candidates selected for the program are drawn from the top third of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from the top half of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are drawn from below the top half but above the bottom third of the college going population, as measured by appropriate standardized tests (i.e., above the 33&lt;sup&gt;rd&lt;/sup&gt; and below the 50&lt;sup&gt;th&lt;/sup&gt; percentiles of the standardized test national distribution of test takers).</td>
<td>Teacher candidates selected for the program are drawn from the bottom third of the college going population. –OR– The program is unable to provide data to reviewers on the individual ACT/SAT scores of all admitted candidates.</td>
</tr>
</tbody>
</table>

---

1. All programs should be able to provide review teams with the pre-admission grade point averages (GPA) of all admitted candidates.

2. This applies to programs housed in institutions that use nationally-normed standardized tests in their admissions processes; community and state colleges and post-baccalaureate programs generally do not require standardized test scores like ACT, SAT, or GRE and so this criterion does not apply in those situations. For programs that cannot provide standardized test data but are housed in an institution that can provide this information, reviewers will look at the institution average for the most recently admitted class.
<table>
<thead>
<tr>
<th>Indicator 1.1 – Selection (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic Representation of enrolled candidates</strong></td>
</tr>
<tr>
<td><strong>Demographic Representation of program completers</strong></td>
</tr>
</tbody>
</table>

The program does not enroll a population of teacher candidates that contributes to a local teacher workforce more representative of students and has no concrete plans for becoming more representative of the student population of the schools and the districts served by the program.
| Admission Process (e.g. audition, interview, etc.) | The program uses multiple measures in addition to standardized test scores and pre-selection GPA to determine fit and/or promise for teaching in its admission process, systematically monitors whether these measures result in effective teacher candidates, and provides evidence supporting the impact of these measures. | The program uses measures in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process and informally monitors how these measures impact candidate effectiveness. | The program uses some measures in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process, but does not monitor the impact of the measures on candidate effectiveness. | The program does not examine any potential or fit for teaching measures beyond standardized test scores and pre-selection GPA. |

---

3 This may include measures beyond application and background checks such as: recommendations, interviews, auditions, videos, micro-teaching, etc.
REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods

Context and Rationale: This review area focuses on how well the program ensures teacher candidates acquire content knowledge and key teaching methods and skills needed to be an effective educator. The site visit focuses on coursework and related experiences offered by the program to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of these sources is direct observation of teacher candidates so that reviewers understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the reviewed program.

Note on elementary reading and math criteria: The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy and mathematical skills. As such, reviewers will look for the specific aspects of reading and math as outlined.

Note on online learning: The online program teaching faculty knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable teacher candidate success. This includes providing clear expectations, timely accurate feedback on assignments and assessments, active learning opportunities and use of assessments, projects, and assignments that meet learning goals and assess learning progress by measuring candidate achievement of the learning goals.

Note on alternate certification programs (MAT, Post-Bacc Certification--Only): The site visit will assess how the program determines that its candidates have mastered relevant content knowledge before they complete the program, and how the program responds to any content knowledge improvement that may be needed for admitted candidates as a result of the program’s assessment of their content knowledge.

Essential questions being answered:
- How does the program ensure individual teacher candidates have a secure knowledge of their content (especially Scientifically-Based Reading Instruction, Math, other subject areas in elementary programs and secondary content areas for secondary programs)?

---

4 For more information please see the National Standards for Quality Online Teaching
https://gsu.edu/Assets/Academic%20Affairs/files/IEP/NACOL_Standards_Quality_Online_Teaching.pdf
● How does the program ensure teacher candidates are well equipped with key teaching techniques and methods (particularly classroom management, assessment, differentiation, academic feedback, questioning skills) to bring about advancements in student learning and achievement?
● What connections (e.g. scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Likely sources of evidence for this review area:
● Observations of program courses (including multiple sections of the same course when these are offered)
● Course syllabi
● Conversations with teacher candidates, program faculty/staff, school staff (cooperating teachers, supervising teachers, principals), and recent program graduates
● Program handbooks
● Observations of teacher candidates teaching
● Surveys of program graduates and employers
● Degree Plans

Note on “constraining criteria” for ELEMENTARY Education Program Site Visits: The quality of literacy training delivered by the program to all teacher candidates must be good or better in order for the final judgment on Quality of Content Knowledge and Teaching Methods to be good.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 - Strong</th>
<th>3 - Good</th>
<th>2 = Needs Improvement</th>
<th>1 - Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(ELEMENTARY) Literacy Training</em> (To include content knowledge, strategies, and application defining learning goals for all learners at various stages of reading and writing development.)</td>
<td>Coursework and training provide <strong>comprehensive, systematic, and sequential training</strong> of scientific research/evidence-based reading instruction within the five essential components(^6) of reading paired with elements of early literacy instruction, <strong>consistently enabling</strong> elementary teacher candidates to teach students how to read effectively, ensuring that the <strong>progress of all students is good or better</strong>. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling</td>
<td>Coursework and training address, <strong>systematic, sequential training of</strong> scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, <strong>enabling</strong> elementary teacher candidates to teach students how to read effectively, <strong>enhancing the progress and learning of the students they teach</strong>. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling</td>
<td>Coursework and training address some components of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction and <strong>inconsistently enables</strong> elementary teacher candidates to progress the learning of the students they teach. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: - Phonological processing and phonemic awareness - Phonics instruction - Spelling</td>
<td>Coursework and training do not enable elementary teacher candidates to teach literacy including scientifically based reading instruction.</td>
</tr>
</tbody>
</table>

---

\(^5\) States may require use of Praxis or other state content knowledge tests (e.g. FTCE in Florida); while programs find this necessary in order to meet state requirements, it is not sufficient in assessing content mastery to ensure that all admitted candidates have a secure grasp of content knowledge.

\(^*\) Constraining criteria

\(^6\) Five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension
<table>
<thead>
<tr>
<th>(ELEMENTARY) Literacy Training (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Fluency</td>
</tr>
<tr>
<td>4. Comprehension</td>
</tr>
<tr>
<td>5. Vocabulary instruction to include morphology</td>
</tr>
<tr>
<td>6. Grammar/syntax</td>
</tr>
<tr>
<td>7. Written expression</td>
</tr>
<tr>
<td>8. Formal/informal assessment practices that inform literacy instruction</td>
</tr>
<tr>
<td>9. ELL</td>
</tr>
<tr>
<td>10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ELEMENTARY) Math Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Numbers &amp; Operations</td>
</tr>
<tr>
<td>● Algebra &amp; Functions</td>
</tr>
<tr>
<td>● Geometry &amp; Measurement</td>
</tr>
<tr>
<td>● Data Analysis &amp; Probability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Pedagogy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Conceptual understanding</td>
</tr>
<tr>
<td>● Problem solving</td>
</tr>
<tr>
<td>● Fluency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursework and training address, comprehensively and in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and consistently enable teacher candidates to teach math highly effectively, ensuring that the progress and learning of all students is good or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework and training address, in depth, all major elementary math content areas and key aspects of math pedagogy to foster conceptual and procedural mastery of math instruction, and enable teacher candidates to teach math effectively such that they can enhance the progress and learning of the students they teach.</td>
</tr>
<tr>
<td>Coursework and training do not enable elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.</td>
</tr>
</tbody>
</table>
Indicator 2.1 Content Knowledge (continued)

<table>
<thead>
<tr>
<th>(ELEMENTARY) Other subject areas</th>
<th>Coursework and training <strong>consistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach highly effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>inconsistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>do not enable</strong> teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons,</strong> particularly in elementary subjects in order to enhance the progress and learning of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Science</em></td>
<td><strong>Coursework and training consistently enable teacher candidates to master the content knowledge and skills necessary to teach highly effective lessons</strong> in elementary subject areas so that the progress and learning of all students is good or better.</td>
<td><strong>Coursework and training inconsistently enable teacher candidates to master the content knowledge and skills necessary to teach effective lessons</strong> in elementary subject areas so that the progress and learning of all students is good or better.</td>
<td><strong>Coursework and training do not enable teacher candidates to master the content knowledge and skills necessary to teach effective lessons,</strong> particularly in elementary subjects in order to enhance the progress and learning of their students.</td>
</tr>
<tr>
<td><em>Social Studies</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Professional Development and/or Capstone Coursework</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

7 Courses here could be teaching skills and strategies as well as content---specific in focus.
## Indicator 2.1 Content Knowledge (continued)

<table>
<thead>
<tr>
<th>(ALT CERT) Content Mastery&lt;sup&gt;a&lt;/sup&gt;</th>
<th>The program ensures that all candidates consistently demonstrate mastery of relevant content knowledge, and the program has clear evidence that it takes steps to assess candidates’ content knowledge, and—where necessary—provides highly effective support so that candidates’ content mastery results in the learning and progress of all students being good or better.</th>
<th>The program ensures that most candidates demonstrate relevant content knowledge, provides evidence that it has taken steps to assess content knowledge, and has some evidence of providing support, where necessary, so that the majority of candidates’ content mastery enhances the learning and progress of the students they teach.</th>
<th>The program inconsistently ensures that candidates demonstrate relevant content knowledge, and/or there is little evidence that the program assesses their content knowledge and/or, where necessary, provides little support to enable candidates to have, or gain, content mastery as a result student learning is inconsistent.</th>
<th>The program does not ensure candidates’ ability to demonstrate adequate content knowledge, and the program does not have steps in place to support candidates, where necessary, in gaining mastery of relevant content as a result student learning is significantly inhibited.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SECONDARY) Core Subject Area</td>
<td>The program consistently assesses relevant content knowledge of candidates and provides support where needed to ensure comprehensive knowledge of content so that coursework and training enable teacher candidates to teach secondary subjects highly effectively and the learning and progress of all students is good or better.</td>
<td>The program assesses relevant content knowledge of candidates and usually provides support where needed so that coursework and training enable teacher candidates to teach secondary subjects effectively, ensuring that they can enhance the learning and progress of the students they teach.</td>
<td>The program inconsistently assesses relevant content knowledge of teacher candidates, providing little support when necessary and/or coursework and training inconsistently enable teacher candidates to teach secondary subjects so that they are able to enhance the progress and learning of the students they teach.</td>
<td>There is little evidence that the program assesses candidate content knowledge. Coursework and training does not enable secondary teacher candidates to teach their secondary subject and as a result, student learning is significantly inhibited.</td>
</tr>
</tbody>
</table>

---

<sup>a</sup> Content mastery of candidates is assessed and when deficiencies are evident the program takes measures to ensure those deficits are remediated so that relevant content is mastered.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 - Strong</th>
<th>3 - Good</th>
<th>2 - Needs Improvement</th>
<th>1 - Inadequate</th>
</tr>
</thead>
</table>
| Classroom management | Coursework and training in classroom management **equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **highly effectively** and create a **positive and highly engaging climate for academic learning.** This includes **all** of the following:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. | Coursework and training in classroom management **equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning.** This includes **all** of the following:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. | Coursework and training in classroom management **inconsistently equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning.** Some of the following may not be present:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. | Coursework and training in classroom management **does not equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline effectively and create a **positive climate for academic learning.** Several of the following may not be present:  
  ● make effective use of time and materials  
  ● keep classroom on track and minimize student distraction  
  ● use contingent praise for good behavior  
  ● handle disruptive student misbehavior  
  ● differentiate the learning environment for students in need. |

9 Key teaching skills such as academic feedback and questioning, managing student behavior, assessment, and differentiation should be embedded and integrated into different content areas such that candidates fully understand how these key skills can be used to advance student learning and how use of these skills may differ across content areas.
## Indicator 2.2 Teaching Methods (continued)

| Assessment | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to **accurately assess** K--12 student performance and progress and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results in their instruction so that **all** students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to **accurately assess** student performance and progress for **most** of their students and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results so that **most** of their students, including those with ESL, special education, and gifted needs, make at least good academic progress. | Coursework and training **does not enable** candidates to assess student learning and to use formative data to inform their instruction of students. |
| Differenta--tion | Coursework and training prepares teacher candidates to **highly effectively** adapt the curriculum and differentiate the content, process and/or product during instruction for **all students** including those with ESL, special education, and gifted needs, ensuring that **all students make good or better progress** in the lesson and over time. | Coursework and training prepares teacher candidates to **effectively** adapt the curriculum and differentiate the content, process or product during instruction for **most students** including those with ESL, special education, and gifted needs, ensuring **most students make progress** in the lesson and over time. | Coursework and training **does not prepare** candidates to adapt the curriculum and differentiate to the content, product or process during instruction to meet the needs of students with varying learning needs. |
## Indicator 2.2 Teaching Methods (continued)

| Academic feedback and questioning | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to **effectively** engage all students in **rigorous** learning through **highly effective** academic feedback that is timely, accurate and specific and **high--level** questioning where students and/or teachers **build off responses**. | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through **effective** academic feedback that is timely, accurate and specific and questioning that includes **higher--level, open--ended questions**. | Coursework and training **inconsistently prepare** teacher candidates to engage students in learning through academic feedback and questioning. Coursework and training **may not address key components** of feedback (timeliness, accuracy, and specificity) OR **does not address level and variety of questioning**. | Coursework and training **do not equip candidates** to engage students in learning through academic feedback and questioning. |
### Indicator 2.3 Connections to Practice

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to practice between coursework and the clinical application</td>
<td>Program coursework has <strong>frequent and strong</strong> connections to <strong>immediate</strong></td>
<td>Program coursework <strong>frequently includes appropriate and good</strong> connections</td>
<td>Program coursework has <strong>inconsistent</strong> relevant connections to practice with <strong>missed</strong></td>
<td>Program coursework has <strong>few OR ineffective</strong> connections to practice such as:</td>
</tr>
<tr>
<td>of coursework knowledge</td>
<td>practice** (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>all candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>most candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>opportunities** to include scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc., in a way that help candidates learn how to apply coursework knowledge.</td>
<td>scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.</td>
</tr>
</tbody>
</table>

---

10 Through program coursework, all candidates are provided with explicit, real-world applications of the content knowledge and teaching methods presented in coursework, and observe strong modeling of teaching methods and skills, so that teacher candidates learn how to apply their coursework knowledge to clinical practice situations. These connections to practice do not assume that fieldwork is the only way to learn application of knowledge to classroom settings: faculty modeling, role-playing among candidates enrolled in the course, the use of videos to demonstrate how skills or knowledge are deployed in the classroom, simulations, and avatar-based practice opportunities are some of the concrete ways connections to practice can be embedded in course content.
REVIEW AREA 3: Quality of Clinical Placement, Feedback, and Candidate Performance

**Context/Rationale:** The final clinical experience (often referred to as student teaching or internship) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observation is a central piece of evidence for this review area, reviewers are not evaluating teacher candidates through these observations: reviewers are judging the teaching and learning that results from the program’s efforts to develop the knowledge and teaching skills of all candidates, **not the teacher candidate who is observed by reviewers.** Evidence is gathered and judgments made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the review area, reviewers will include evidence on earlier clinical experiences where appropriate.

*Note on Alternate Certification Programs:* For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

**Essential questions being answered:**
- How does the program structure the final clinical experience and select the clinical placement site?
- How are cooperating teachers and/or program supervisors chosen, trained, and supported by the program?
- What aspects of teaching and learning does the observation tool provide feedback on?
- What is the quality of the feedback candidates receive? Is it an accurate reflection of the quality of teaching and learning during the observed lesson?
- How consistent is the feedback provided by the program supervisors and classroom cooperating teachers?
- Is the feedback constructive, actionable and likely to lead to improvement in teaching and learning practices?
- How do cooperating teachers, principals, and/or program supervisors view the overall quality of teacher candidate?
- What is the impact of candidate teaching on student learning during the observed lesson?
- What is the evidence from the site visit with regards to the quality of teacher candidates?
Likely sources of evidence for this review area:
- Observations of teacher candidates teaching
- Observation of feedback provided by program supervisors to candidates
- Blank and completed observations and evaluation instruments
- Conversations with teacher candidates, program faculty/staff, and school/district staff (cooperating teachers, principals, HR)
- Data on all supervisor observation scores and written comments for cohorts of teacher candidates in the reviewed program
- Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of cooperating teachers and supervisors
- Surveys of program completers

Note on “constraining criteria”: The quality of written and oral feedback (Indicator 3.2) delivered by program supervisors to all candidates must be good or better in order for the key judgment on Quality of Clinical Placement, Feedback, and Candidate Performance to be good.

<table>
<thead>
<tr>
<th>Indicator 3.1 – Clinical Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Clinical placement timing and length</td>
</tr>
</tbody>
</table>
## Indicator 3.1 – Clinical Placement (continued)

<table>
<thead>
<tr>
<th>Selection of clinical placement schools(^{11,12})</th>
<th>High-quality placements ensure that teacher candidates gain <strong>substantial practical experience</strong> to develop their teaching skills effectively in schools that are <strong>high performing and/or improving over the past two years</strong>, a <strong>substantial portion of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements ensure that teacher candidates gain <strong>practical experience</strong> to develop their teaching skills effectively in placements where <strong>most schools</strong> are high performing and/or improving over the past two years, <strong>some of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements <strong>inconsistently ensure</strong> that teacher candidates gain <strong>practical experience</strong> to develop their teaching skills effectively in placements where <strong>some schools</strong> are high performing and/or improving over the past two years, <strong>some of which</strong> have a diverse student body (to include SES and/or ethnicity).</th>
<th>Placements <strong>do not ensure</strong> that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of cooperating teachers (mentor teachers)(^{13})</td>
<td>Cooperating teachers are <strong>consistently chosen</strong> based on demonstrated effectiveness and capacity to serve as a mentor.</td>
<td>Cooperating teachers are <strong>often chosen</strong> for effectiveness and capacity to serve as a mentor.</td>
<td>Program has selection criteria that cooperating teachers be chosen for effectiveness and capacity to serve as a mentor but <strong>cooperating teachers inconsistently have these</strong>.</td>
<td>There is <strong>no clear rationale</strong> for choosing cooperating teachers for their effectiveness OR for their capacity to serve as mentors.</td>
</tr>
</tbody>
</table>

---

\(^{11}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program this criterion does not apply (e.g. alternative certification programs).

\(^{12}\) Team will examine up to 10 schools where most candidates are placed plus any not on that list but where the team observed.

---

19
### Indicator 3.1 – Clinical Placement (continued)

| **(ALT CERT)**\(^{14}\) Clinical On–Site Supports | Programs **consistently demonstrate** that **multiple supports** are in place for candidates who are teaching, including frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as evidence that **strategic interventions** routinely take place to address weaknesses in candidate performance if/when they arise. | Programs demonstrate that they **provide some** onsite support for candidates who are teaching-----**examples may include** frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as **some evidence** that interventions take place to address weaknesses in candidate performance if/when they arise. | Programs **inconsistently demonstrate supports** are in place for candidates teaching through onsite visits to assess candidate performance and/or **few interventions** are available if/when placement weaknesses arise OR the interventions take place **inconsistently** and/or are **inconsistently effective.** | Programs **are not able to demonstrate supports** are in place for candidates teaching. There is **little or no evidence** of onsite support for candidates and/or they **do not make interventions** when weaknesses in candidate performance arise OR the interventions are **ineffective.** |

---

\(^{13}\) For programs where clinical placement is determined by employment of program candidates as the teacher of record who are enrolled in the program, this criterion **does not apply.**

\(^{14}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
</table>
| Observation form(s) used by program supervisors | Observation and/or evaluation instrument(s) **addresses most** (5--6):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses only some** (3--4):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge | Observation and/or evaluation instrument(s) **addresses few** (1--2):  
- 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 ESL, special education, and gifted needs  
- academic feedback and questioning  
- Candidate content knowledge |
### Indicator 3.2 – Observation and Feedback (continued)

| Program supervisor and cooperating teacher training on observation and evaluation | All program---based supervising teachers and classroom cooperating teachers receive **regular substantive training** to **measurable standards for reliability** on methods and practices of high-—quality observation and feedback. | All program---based supervising teachers and classroom cooperating teachers receive **regular substantive training** on methods and practices of high-quality observation and feedback. | Program---based supervising teachers and classroom cooperating teachers receive **minimal training, at least annually**, on the observation and/or evaluation instrument. | The program **does not provide training** on methods and practices of effective observation and feedback to program---based supervising teachers or classroom cooperating teachers who observe/host teacher candidates. |
| Quality of written and oral feedback* | **Accurate written and oral feedback** after each required observation has a clear link to **evidence of student learning** during the observed lesson, **strategically** builds on previous feedback, and identifies key action steps for improvement. | **Accurate written and oral feedback** after each required observation **usually** has a clear link to **evidence of student learning** during the observed lesson, builds on previous feedback, and identifies **most** key action steps for improvement. | **Written and oral feedback** after each required observation is **inconsistent** and/or **inconsistently builds** upon previous feedback, **does not link** to student learning, and/or **does not directly identify** action steps for improvement. | **Written and oral feedback** after each required observation is **inaccurate** and/or **does not link to** student learning and **does not identify** key action steps for improvement. |

---

* Constraining Criteria
### Indicator 3.2 – Observation and Feedback (continued)

| Consistency of expectations | Supervising teachers, classroom cooperating teachers and all classroom observers have consistently high expectations for candidate performance and student learning, and they work collaboratively to deliver strong feedback that is accurate and highly relevant to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers usually have consistent expectations about candidate performance and student learning, and they mostly work collaboratively to ensure that feedback is accurate and relevant to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers have inconsistent expectations about candidate performance and student learning, and/or their feedback is inconsistent or not always relevant to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers provide teacher candidates with feedback that is not accurate or relevant to the needs of teacher candidates and/or expectations are not clear. |

---

### Indicator 3.3 – Candidate Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement and candidate impact on student learning during lesson</td>
<td>All students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning during the observed lesson.</td>
<td>Most students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning for most students during the lesson.</td>
<td>Students are inconsistently engaged in learning during the observed lesson and candidate teaching inconsistently advances student learning.</td>
<td>Few students are engaged in learning during the observed lesson and candidate teaching does not contribute to student learning.</td>
</tr>
</tbody>
</table>

---

15 Student learning during an observed lesson can be determined by direct observation of student work in the classroom as well as evidence that students are active in debate and discussion during the lesson, discovering evidence or patterns, making contributions to the understanding of other students—or even the teacher—of a subject or topic, asking and/or answering probing questions, and providing responses to reviewer questions that demonstrate learning and understanding of lesson content.
## Indicator 3.3 – Candidate Performance (continued)

<table>
<thead>
<tr>
<th><strong>Subject Knowledge</strong></th>
<th><strong>Teaching Skills and Strategies</strong></th>
</tr>
</thead>
</table>
| Students benefit from **accurate and high-quality** content because candidates **consistently teach exceptionally well**, demonstrating strong subject knowledge, particularly in reading, literature, history/social studies, math and science. | Student learning and engagement are supported by teacher candidate ability to **consistently and highly effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |
| Students benefit from **accurate** content because candidates consistently teach **well**, demonstrating **good** subject knowledge, particularly in reading, literature, history/social studies, math and science. | Student learning and engagement are supported by teacher candidate ability to **consistently and effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |
| Students inconsistently benefit from accurate content because candidates teach inconsistently, demonstrating some **errors** in subject knowledge, particularly in reading, literature, history/social studies, math and science. | Student learning and engagement are **not always supported** due to **inconsistent ability** of teacher candidate to demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |
| Students have **few opportunities** to benefit from accurate content because candidates are **unable to consistently demonstrate** subject knowledge to ensure that lessons are taught accurately and/or **inaccuracies in content adversely impact student learning.** | Student learning and/or engagement is **impeded by** teacher candidate **inability** to use one or more of these teaching and learning:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |
### Indicator 3.3 – Candidate Performance (continued)

| Feedback from recent graduates and principals of recent graduates | Recent graduates, cooperating teachers and principals of recent graduates report that program graduates make a **strong positive** impact on student learning without the need for targeted interventional professional development from the school or district. | Recent graduates and principals of recent graduates report that program graduates make a **positive** impact on student learning without the need for targeted interventional professional development from the school or district. | Recent graduates and principals of recent graduates report that **significant professional development** was **required** in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress. |

Recent graduates and principals of recent graduates report that targeted interventional professional development from the school or district was **sometimes needed** to enable the graduates to improve their impact on student learning.
REVIEW AREA 4: Quality of Program Performance Management

Rationale/Context: This review area examines whether and how program leadership—at all levels—utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Program performance management gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Program performance management also includes systematic and regular attention to the quality of program coursework and faculty teaching, taking into account their impact on relevant program outcomes and to the ability of all candidates to teach well as a result of the quality of course content and faculty teaching.

Quality assurance through effective program performance management takes place by building and sustaining a culture of continuous improvement that directly engages all members of the organization. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to gauge the impact of these improvement actions. The site visit also focuses on the quality and accuracy of data used by the program to assess its own performance, in particular whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Core concepts of program performance management are: full engagement of all members of the organization in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the culture of the program.

Essential questions being answered:

- How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance and make improvements to the program? How often?
What is the quality of data collected and used by the program and who uses it? How does the program monitor the quality of its data and seek to improve data quality where needed?

Does the program have—and use—quality control “gates”, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data are used to make these decisions?

Does the program have intervention plans for weaker candidates? For those candidates unable to meet performance improvement goals, is there a non-certification degree track for them?

How does the program monitor and take steps to improve the quality of coursework and teaching?

How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?

How does program leadership take action as a result of information? Frequency? What steps are taken to monitor the results of steps taken to make improvements?

How does the program ensure it meets Florida Statutes (1004.04(2)(d), 1004.85(3)(b)3, 1012.56(8)) whereby prior to program completion, each candidate must demonstrate positive impact on student learning growth and pass all relevant portions of the Florida Teacher Certification Examination (FTCE)?

Likely sources of evidence for this review area:

- Data over time (to include: teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning)
- Observations of teacher candidates teaching and of program courses
- Courses taught through multiple sections or at multiple sites
- Observation of feedback provided to candidates
- Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
- Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
- Program handbooks, MOUs, and/or other program documents
- Program or individual candidate improvement plans, action plans, and results of the interventions
- Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Data</td>
<td>Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance.</td>
<td>Program collects and uses multiple sources of information, most of which are high-quality data, to monitor ongoing performance.</td>
<td>Program collects and uses few sources of high-quality information, relying on data of inconsistent quality to monitor ongoing performance.</td>
<td>Sources of information collected and used for program monitoring are not high-quality data.</td>
</tr>
<tr>
<td>Internal quality control gates (or checkpoints) and intervention plans</td>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates exceed high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates meet high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>Program leadership inconsistently monitors candidate performance and inconsistently utilizes data including student learning growth and FTCE results to ensure that candidates meet standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure), and/or the program inconsistently uses formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
<td>The program does not monitor candidate performance through formal internal performance checkpoints and/or the expected standards are unclear and/or they do not address Florida Statute and include student learning growth. The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
</tbody>
</table>
## Indicator 4.1: Program Performance Management (continued)

<table>
<thead>
<tr>
<th>Quality monitoring</th>
<th>The program has a <strong>formal organized system</strong> through which program leadership uses high-quality data to <strong>regularly and systematically monitor</strong> overall quality of coursework, field experiences, the observation and feedback system employed to support development of teacher candidates, candidate performance and key program outcomes. This includes <strong>regular examination of observation and feedback instruments and practices as well as regular training</strong> for supervising teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program leaders <strong>systematically monitor</strong> the quality of coursework and teaching and take steps to ensure there are <strong>strong connections</strong> between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</td>
<td></td>
</tr>
<tr>
<td>Program leaders have an <strong>informal system</strong> in place to <strong>monitor the quality of coursework and teaching and to ensure there are good connections</strong> between program coursework and the clinical component of the program, including methods for sharing information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</td>
<td></td>
</tr>
<tr>
<td>Program leaders <strong>inconsistently monitor</strong> the quality of coursework, field experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is <strong>not regular</strong> nor is training for supervising teachers.</td>
<td></td>
</tr>
<tr>
<td>Program leaders <strong>inconsistently monitor</strong> how well information is shared between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.</td>
<td></td>
</tr>
<tr>
<td>The program <strong>does not take steps to monitor</strong> the quality of coursework, candidate fieldwork experiences, and/or the program’s observation and feedback practices. Supervising teachers <strong>do not receive at least annual training</strong> to ensure consistency of approach in giving feedback to teacher candidates.</td>
<td></td>
</tr>
<tr>
<td>Program leaders <strong>do not monitor</strong> the quality of coursework and teaching to ensure good coursework---clinical connections.</td>
<td></td>
</tr>
<tr>
<td>Quality improvement planning(^{16})</td>
<td>The program has a <strong>formal system for improvement planning</strong> informed by <strong>high-quality data</strong>, involving <strong>all relevant stakeholders</strong> in continuous improvement activities, and resulting in <strong>action plans with measurable goals</strong>. There is a <strong>sustained cycle</strong> of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes.</td>
</tr>
</tbody>
</table>

---

\(^{16}\)Quality improvement planning involves all stakeholders, using results to take action for continuous improvement.
Appendix D

Florida Department of Education State Approved Program Standards – Summary

Unlike most degree programs and majors at institutions of higher education, the operations and content of teacher education programs are governed by both state of Florida statute and rule.

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs
- Florida Rule 6A-5.006: Approval of Teacher Preparation Programs
  - Includes Florida Site Visit Framework

For graduates from teacher education programs to be eligible for teaching licensure in the state of Florida, individual academic programs must be fully approved by the Florida Department of Education on a 5 (now 7) year cycle. Annual review of the operations of teacher education programs is also conducted via submission of various data points and procedural narratives.

Below are areas in which either state of Florida statute or rule outline requirements for teacher education programs.

1. Curricular Standards – Uniform Core Curriculum for Florida State Approved Educator Preparation Programs
   - State statute and rule outline a large variety of specific knowledge and skills that must be taught and assessed in all students enrolled in a teacher education programs:
     - Florida Educator Accomplished Practices (Statute)
     - Professional Education Competencies and Skills (Statute)
     - Subject Area Competencies and Skills (Statute)
     - Reading Endorsement Competencies (Statute)
     - Florida Teacher Standards for English to Speakers of Other Languages (ESOL) Endorsement (Statute)
   - Strategies for the following:
     - Instruction of students with disabilities
     - Differentiate instruction based on student needs
     - Practices to support evidence based content aligned to state standards and grading practices
     - Early identification of students in crisis and referral of student to mental health professional
     - Support the use of technology in education and distance learning
• Demonstration of positive impact on K-12 student learning in field experience setting (Statute)

2. Candidate Admission Standards
• 2.5 GPA (Statute)
• FLDOE Admissions Preferences (Rule)
  o Top Third of Standardized Test
  o Demographic Representation of K-12 School Students

3. Candidate Assessment Standards
• Three Florida Teacher Certification Exams (FTCE) are required to be taken and passed during coursework, prior to graduation from a FLDOE state approved teacher education program. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. (Statute)
• Rigorous measurement and reporting of student learning outcomes related to the above curricular standards are required throughout all coursework (see Candidate and Completer Performance Management System)
  o For example, in Fall 2021 semester 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported by teacher education faculty and staff

Due to standards outline in 4 and 5 below, the College of Education has formed an Office of Quality Assurance composed of one specialized faculty and two staff to oversee all data collection, analysis, and reporting. Due to faculty assignments of responsibility, which includes teaching, research, and service, the College invested in this office to help alleviate faculty burden and address retention concerns.

4. Program Review and Public Reporting Standards
• APPR (Statute) –
  The Annual Program Performance Report (APPR) includes program completer data based on the following performance metrics:
  o Passage rates on Florida Teacher Certification Examinations
  o Program completers performance on student learning growth formula
  o Results of program completers annual teacher evaluations
Workplace contributions that includes placement of completers in instructional positions in Florida public and private schools

- Number of completers in critical teacher shortage certification areas

Shorter version:
The Florida Department of Education annually issues the Annual Program Performance Report (APPR) based on each program’s completer data on passage rates on the Florida Teacher Certification Examinations (FTCEs), performance on student learning growth formula, annual teacher evaluations, and placement of completer in instructional positions in Florida public and private schools

- Annual Institutional Program Evaluation Plan (IPEP) (Statute 4(c))
  - Programs must annually report and document evidence of meeting program approval standards in the eIPEP system. This includes all individuals admitted, enrolled, and completing the program, as well as when program milestones are met. Additionally, the program must also provide documentation of requirements outlined in statute, including results of completer and satisfaction surveys, candidate performance on the uniform core curriculum, how the program addresses continuous program improvement, and how involvement of primary stakeholders.

5. Program Performance Management Standards

- Candidate and Completer Performance Management System
  - The Florida Department of Education’s Continued Approval Standards and the Florida Site Visit Framework require programs to have systems in place to collect and analyze data to monitor candidate and completer performance. Programs utilize this data to inform program changes and improvements.

The program monitors candidate performance on the UCC in coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years
1 and 2 of employment. The program also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE to include in the APPR data.

- **2 Year Rule/Guarantee (Statute 4(d))**
  - Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

6. **Field Experiences and Internship Standards**
   a. **Field Experience Requirements (Statute)**
      i. Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments
   b. **Field Experiences with Diverse Population of Students (Statute)**
      i. Multiple Grade Level Population
      ii. Diverse Student Populations
      iii. Diverse School Performance
      iv. English Language Learners
      v. Literacy Rich Classroom Environments
   c. **Student Teaching Internship/Clinical Placement (Framework 3)**
      i. Full School Term/Semester (15 weeks)
      ii. Placement in High Performing and/or Improving School
      iii. Placement in a School with Diverse Student Population
      iv. Effective Mentor Teachers
      v. Training of Mentor Teachers and Faculty Supervisors
      vi. **Rigorous Evaluation Schedule**
         1. 5+ Observations & Feedback Sessions Conducted by Faculty
   d. **Cooperating/Mentor Teacher Requirements Hosting University Students**
i. Clinical Educator Training
ii. Florida Professional Florida Teacher Certificate
iii. At least 3 years of teaching experience in PK-12 grade
iv. Earned an effective of highly effective on the prior year’s teacher evaluation
v. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

e. Framework 2.3 (Connections)
   i. The Florida Site Visit Framework evaluates program coursework’s connection to immediate practice, such as observations of classroom teaching in school settings, completing assignments in the field with K-12 students based on concepts learned in coursework, and applying concepts learned in coursework while teaching in K-12 classrooms.

7. Faculty Qualification Standards
   • A variety of faculty requirements exist for specific courses and not all faculty have the required qualifications. These courses include:
     o Reading Course Requirements
     o ESOL Course Requirements
     o Impact on PK-12 Learning Course Requirements
     o Student Teaching Course Requirements
     o Faculty Coordination Needs
   • The most common requirements are:
     o Three years of successful PK-12 teaching,
     o Clinical Educator Training, and
     o Annual Relevant Experiences in PK-12 school.
   • Due to all the above, we only have the current faculty resources to teach each class one time per year, thus necessitating admissions one time per year.
# Appendix E

<table>
<thead>
<tr>
<th>School District</th>
<th>Closest Public University</th>
<th>National Ranking in Size</th>
<th>Fall 2018 Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami - Dade County Public Schools</td>
<td>Florida International University</td>
<td>4</td>
<td>350,434</td>
</tr>
<tr>
<td>Broward County Public Schools</td>
<td>Florida Atlantic University</td>
<td>6</td>
<td>270,978</td>
</tr>
<tr>
<td>Hillsborough County Public Schools</td>
<td>University of South Florida</td>
<td>7</td>
<td>220,252</td>
</tr>
<tr>
<td>Orange County Public Schools</td>
<td>University of Central Florida</td>
<td>9</td>
<td>208,203</td>
</tr>
<tr>
<td>Palm Beach County Public Schools</td>
<td>Florida Atlantic University</td>
<td>10</td>
<td>192,533</td>
</tr>
<tr>
<td>Duval County Public Schools</td>
<td>University of North Florida</td>
<td>20</td>
<td>130,229</td>
</tr>
<tr>
<td>Polk County Public Schools</td>
<td>University of South Florida</td>
<td>27</td>
<td>101,408</td>
</tr>
<tr>
<td>Pinellas County Public Schools</td>
<td>University of South Florida - St. Petersburg</td>
<td>28</td>
<td>100,948</td>
</tr>
<tr>
<td>Lee County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>32</td>
<td>94,410</td>
</tr>
<tr>
<td>Pasco County Public Schools</td>
<td>University of South Florida</td>
<td>48</td>
<td>75,048</td>
</tr>
<tr>
<td>Brevard County Public Schools</td>
<td>University of Central Florida</td>
<td>50</td>
<td>73,734</td>
</tr>
<tr>
<td>Osceola County Public Schools</td>
<td>University of Central Florida</td>
<td>55</td>
<td>68,554</td>
</tr>
<tr>
<td>Seminole County Public Schools</td>
<td>University of Central Florida</td>
<td>56</td>
<td>68,269</td>
</tr>
<tr>
<td>Volusia County Public Schools</td>
<td>University of Central Florida</td>
<td>62</td>
<td>63,223</td>
</tr>
<tr>
<td>Manatee County Public Schools</td>
<td>University of South Florida</td>
<td>95</td>
<td>49,301</td>
</tr>
<tr>
<td>Collier County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>102</td>
<td>47,436</td>
</tr>
<tr>
<td>Lake County Public Schools</td>
<td>University of Central Florida</td>
<td>115</td>
<td>43,941</td>
</tr>
<tr>
<td>Sarasota County Public Schools</td>
<td>University of South Florida</td>
<td>119</td>
<td>43,111</td>
</tr>
<tr>
<td>Marion County Public Schools</td>
<td>University of Florida</td>
<td>120</td>
<td>42,913</td>
</tr>
<tr>
<td><strong>Leon County Public Schools</strong></td>
<td><strong>Florida State University</strong></td>
<td>-</td>
<td><strong>33,978</strong></td>
</tr>
<tr>
<td>Wakulla County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,059</td>
</tr>
<tr>
<td>Gadsden County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,237</td>
</tr>
<tr>
<td>Jefferson County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>769</td>
</tr>
<tr>
<td>Liberty County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>1,318</td>
</tr>
</tbody>
</table>
INSTITUTION: Florida State University

DEGREE PROGRAM: Visual Disabilities

CIP CODE 13.1009 Effective Academic Year 2023-2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

2. Which criteria for specialized admissions status does the program meet?
   ☒ Limited Resources (if approved, the status will last a maximum of four years)
   ☐ Minimal Skills (if approved, the status will last a maximum of five years)
   ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.
   • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
   • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Florida State University Visual Disabilities undergraduate program respectfully requests the admission of 15 students each academic year due to the resource demands of maintaining a state approved teacher education program. The program is currently approved for Limited Access admissions of 15 students a year. There would be no change in current admissions procedures if more than 15 applications are received, applicants are ranked according to the rubric score of their essay added with their GPA. This number is used to rank the top 15 applicants.

Rationale
The Florida Department of Education approves all initial teacher preparation programs. Upon successful completion of a state approved programs, all requirements for a Florida Professional Educator’s Certificate are considered met. Currently, the FSU College of Education Visual Disabilities program is a FLDOE state approved teacher education program and, as such, the program must follow all FLDOE requirements and standards specified in:
Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs (Appendix A)

Florida Rule 6A:5.006: Approval of Teacher Preparation Programs (Appendix B), including the TPI-US Florida Site Visit Framework (Appendix C).

Appendix D summarizes the major requirements of the Florida statute, rule, and site visit framework. The extensive approval requirements create a resource intensive academic program in which restricted admissions are necessary.

Many state requirements lead to a situation where access to the academic program does not ensure successful completion. For example, admitted students must take and pass three Florida Teacher Certification Exams prior to graduation from a state approved teacher preparation program, per Florida Statute 1004.04. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. These test preparation and remediation requirements put a resource burden on such a program, thus differing from most majors at an institution.

In order to successfully complete a state approved teacher education program, the College must provide preservice field experiences that fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments.

To meet this requirement, the Visual Disabilities program faculty have designed an intensive series of field experiences that includes 200 hours in local schools prior to internship. The final internship, also known as student teaching, is a 15 week, 200 hour placement in general education and special education school classrooms which requires the student to demonstrate the knowledge, skills, and dispositions of a certified teacher. Program faculty provide supervision of all field experiences, including extensive observations and evaluations during student teaching.

The geographic location of Tallahassee, as well as the size and population of Leon County Public Schools, make finding these state required field placements difficult. Many other SUS institutions are located in urban areas with large, diverse student populations. Four other SUS institutions are located in Florida counties with school districts that are in the top 10 largest school districts by student population. For example, Florida International University partners with Miami-Dade County Public Schools which is the 4th largest district in the nation with 350,434 students. Leon County Public Schools currently has 33,978 students. See Appendix E for greater detail of Florida public school district size and affiliated state universities.

At present, Leon County Schools maintains a list of mentor teachers who meet all FLDOE requirements for supervising university students. These requirements include:

1. Clinical Educator Training
2. Florida Professional Florida Teacher Certificate
3. At least 3 years of teaching experience in PK-12 grade
4. Earned an effective of highly effective on the prior year’s teacher evaluation
5. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)

Due to these requirements, there are currently 3 special education classroom teachers in Leon County Schools on the district-maintained list. If the Special Education program admits 15 students each year, 45 placements are needed. Accepting more students than 15 per year would not enable students to have the state required, intensive field experiences necessary for training day one ready educators.

Other areas of the state requirements necessitate demands for greater staffing resources when compared to other majors across campus. State approved teacher education programs are required to design, maintain, and report on extensive continuous improvement data systems. The College of Education houses a central office of three individuals to maintain the “Candidate and Completer Performance Management System” which includes all current students and recent program completers/graduates from state approved teacher preparation programs. The office monitors candidate performance on the state required Uniform Core Curriculum during coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years 1 and 2 of employment. The office also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE on an annual basis but require weekly data collection and analysis. In the Fall 2021 semester alone, 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported.

Another aspect related to program graduates is the “2 year guarantee” in Florida Statute 1004.04(4)(d). Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

In summary, FSU, COE, and program supports require extensive effort and resources due to the FLDOE requirements. Due to these rigorous support systems, the graduation rate for the Visual Disabilities BS program is currently 100%. This high graduation rate mean that more students are fully prepared to meet the critical teacher needs in the state of Florida.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution’s plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The largest resource needed by the Visual Disabilities program is access to state and
district approved classroom placements. This resource cannot be impacted by Florida State University since the resource is external in nature.

5. If approved for specialized admissions status, what will be the program’s admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The program is currently approved for Limited Access and thus, no changes to admissions requirements are being proposed. The College continues to work with various Florida Colleges to ensure students meet all admission requirements at the time of transfer to FSU.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Since the program is currently approved for Limited Access and no admissions changes are being proposed, we do not believe that the current race and gender profile will be impacted by approval for Specialized Admissions.
Required Signatures

DocuSigned by:

Amy Garette
Requestor/Initiator

DocuSigned by:

Damen Andrew
Signature of College Dean

Signature of Campus EO Officer

Signature of Provost

Signature of Chair of the
Board of Trustees

Date Approved by the Board of Trustees

Date

Date

Date

Date

8/11/22
Appendix A

The 2021 Florida Statutes

Title XLVIII
EARLY LEARNING-20 EDUCATION CODE

Chapter 1004
PUBLIC POSTSECONDARY EDUCATION

1004.04 Public accountability and state approval for teacher preparation programs.—

(1) INTENT.—
(a) The Legislature recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education.

(b) The intent of the Legislature is to require the State Board of Education to maintain a system for development and approval of teacher preparation programs which allows postsecondary teacher preparation institutions to employ varied and innovative teacher preparation techniques while being held accountable for producing program completers with the competencies and skills necessary to achieve the state education goals; help all students in the state’s diverse student population meet high standards for academic achievement; maintain safe, secure classroom learning environments; and sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345.

(2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—
(a) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 which establish uniform core curricula for each state-approved teacher preparation program.

(b) The rules to establish uniform core curricula for each state-approved teacher preparation program must include, but are not limited to, the following:

1. Candidate instruction and assessment in the Florida Educator Accomplished Practices across content areas.
2. The use of state-adopted content standards to guide curricula and instruction.
3. Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.
4. Content literacy and mathematics practices.
5. Strategies appropriate for the instruction of English language learners.
6. Strategies appropriate for the instruction of students with disabilities.
7. Strategies to differentiate instruction based on student needs.
8. The use of character-based classroom management.
9. Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
10. Strategies to support the use of technology in education and distance learning.

(c) Each candidate must receive instruction and be assessed on the uniform core curricula in the candidate’s area or areas of program concentration during course work and field experiences. Beginning with candidates entering a teacher preparation program in the 2022-2023 school year, a candidate for certification in a coverage...
area identified pursuant to s. 1012.585(3)(f) must successfully complete all competencies for a reading endorsement, including completion of the endorsement practicum through the candidate’s field experience under subsection (5), in order to graduate from the program.

(d) Before program completion, each candidate must demonstrate his or her ability to positively impact student learning growth in the candidate’s area or areas of program concentration during a prekindergarten through grade 12 field experience and must pass each portion of the Florida Teacher Certification Examination required for a professional certificate in the area or areas of program concentration.

(3) INITIAL STATE PROGRAM APPROVAL.—

(a) A program approval process based on standards adopted pursuant to this subsection and subsection (2) must be established for postsecondary teacher preparation programs. Each program shall be approved by the department, consistent with the intent set forth in subsection (1) and based upon evidence of the institution’s and the program’s capacity to meet the requirements for continued approval as provided in subsection (4) and by the rules of the State Board of Education.

(b) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall require students, at a minimum:

1. For admission into the program, to 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 of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

2. To demonstrate mastery of general knowledge, including the ability to read, write, and perform in mathematics, by passing the General Knowledge Test of the Florida Teacher Certification Examination by the time of graduation 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.

(c) Each teacher preparation program approved by the Department of Education, as provided for by this section, shall provide a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56.

(4) CONTINUED PROGRAM APPROVAL.—Continued approval of a teacher preparation program shall be based upon evidence that the program continues to implement the requirements for initial approval and upon significant, objective, and quantifiable measures of the program and the performance of the program completers.

(a) The criteria for continued approval must include each of the following:

1. Documentation from the program that each program candidate met the admission requirements provided in subsection (3).

2. Documentation from the program that the program and each program completer have met the requirements provided in subsection (2).

3. Evidence of performance in each of the following areas:

   a. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available.

   b. Rate of retention for employed program completers in instructional positions in Florida public schools.

   c. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34.
d. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.

e. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34.

f. Production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07.

4. Results of the program completers’ survey measuring their satisfaction with preparation for the realities of the classroom.

5. Results of the employers’ survey measuring satisfaction with the program and the program’s responsiveness to local school districts.

(b) The State Board of Education shall adopt rules for continued approval of teacher preparation programs which include the program review process, the continued approval timelines, and the performance level targets for each of the continued approval criteria in paragraph (a). Additional criteria may be approved by the State Board of Education. The Commissioner of Education shall determine the continued approval of each program based on the data collected pursuant to this section and the rules of the State Board of Education.

(c) Each program must prepare and submit to the Department of Education an institutional program evaluation plan. Each institutional program evaluation plan must incorporate the criteria established in paragraphs (a) and (b) and may include additional data chosen by the program. The plan must provide information on how the institution addresses continuous program improvement and must include provisions for involving primary stakeholders, such as program completers, public school personnel, classroom teachers, principals, community agencies, and business representatives in the evaluation process.

(d) 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. Any program completer who is employed in a Florida public school during this 2-year period and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under s. 1012.34 shall be provided additional training by the teacher preparation program at no expense to the educator or the employer if requested by the employing school district or charter school. Such training must consist of an individualized plan agreed upon by the school district and the postsecondary educational institution which includes specific learning outcomes. The postsecondary educational institution assumes no responsibility for the educator’s employment contract with the employer.

(e) Each Florida public and private institution that offers a state-approved teacher preparation program must annually report information regarding its approved programs to the state and the general public. The report to the state must include a list of candidates who are admitted to, who are enrolled in, or who complete a teacher preparation program; additional evidence necessary to document requirements for continued approval; and data necessary to complete applicable federal reporting requirements. The state reporting requirements must minimize a program’s reporting burden whenever possible without compromising data quality. The report to the general public must include, at a minimum, the annual progress data reported by the state under this paragraph and results of the surveys required under paragraph (a), and may include other information chosen by the institution or program.

(f) By January 1 of each year, the Department of Education shall report the results of each approved program’s annual progress on the performance measures in paragraph (a) as well as the current approval status of each
program to:

1. The Governor.
2. The President of the Senate.
3. The Speaker of the House of Representatives.
4. The State Board of Education.
5. The Board of Governors.
6. The Commissioner of Education.
7. Each Florida postsecondary teacher preparation program.
8. Each district school superintendent.
9. The public.

This report may include the results of other continued approval requirements provided by State Board of Education rule and recommendations for improving teacher preparation programs in the state.

(5) PRESERVICE FIELD EXPERIENCE.—All postsecondary instructors, school district personnel and instructional personnel, and school sites preparing instructional personnel through preservice field experience courses and internships shall meet special requirements. District school boards may pay student teachers during their internships.

(a) All individuals in postsecondary teacher preparation programs who instruct or supervise preservice field experience courses or internships in which a candidate demonstrates his or her impact on student learning growth shall have the following: specialized training in clinical supervision; at least 3 years of successful, relevant prekindergarten through grade 12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant prekindergarten through grade 12 school setting as defined by State Board of Education rule.

(b)1. All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships taking place in this state in which candidates demonstrate an impact on student learning growth must have:
   a. Evidence of “clinical educator” training;
   b. A valid professional certificate issued pursuant to s. 1012.56;
   c. At least 3 years of teaching experience in prekindergarten through grade 12;
   d. 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; and
   e. Beginning with the 2022-2023 school year, for all such personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), a certificate or endorsement in reading.

The State Board of Education shall approve the training requirements.

2. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships in another state, in which a candidate demonstrates his or her impact on student learning growth, through a Florida online or distance program must have received “clinical educator” training or its equivalent in that state, hold a valid professional certificate issued by the state in which the field experience takes place, and have at least 3 years of teaching experience in prekindergarten through grade 12.

3. All instructional personnel who supervise or direct teacher preparation students during field experience courses or internships, in which a candidate demonstrates his or her impact on student learning growth, on a
United States military base in another country through a Florida online or distance program must have received “clinical educator” training or its equivalent, hold a valid professional certificate issued by the United States Department of Defense or a state or territory of the United States, and have at least 3 years teaching experience in prekindergarten through grade 12.

(c) Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments, including, but not limited to, high-poverty schools, urban schools, and rural schools. The length of structured field experiences may be extended to ensure that candidates achieve the competencies needed to meet certification requirements.

(d) Postsecondary teacher preparation programs in cooperation with district school boards and approved private school associations shall select the school sites for preservice field experience activities based upon the qualifications of the supervising personnel as described in this subsection and the needs of the candidates. These sites must represent the full spectrum of school communities, including, but not limited to, schools serving low-achieving students. In order to be selected, school sites must demonstrate commitment to the education of public school students and to the preparation of future teachers.

(6) RULES.—The State Board of Education shall adopt necessary rules pursuant to ss. 120.536(1) and 120.54 to implement this section.

Appendix B

6A-5.066 Approval of Teacher Preparation Programs.

This rule sets forth the requirements and implementation of the approval process for each type of teacher preparation program offered by a Florida provider as set forth in Sections 1004.04, 1004.85, and 1012.56(8), F.S.

(1) Definitions. For the purposes of this rule, the following definitions apply.

(a) “Academic year” means the period of year during which program candidates attend or complete a state-approved teacher preparation program. This includes summer term, fall term, and spring term.

(b) “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 students.

(c) “Annual Program Performance Report” or “APPR” means the yearly public report card issued by the Florida Department of Education (Department) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b), and 1012.56(8)(d)2., F.S.

(d) “At-Risk of Low-Performing” means an institution identified as At-Risk of Low-Performing by having an average summative annual APPR rating between 1.80 to 1.94. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs which is weighted by the total number of completers used in the annual calculation of the APPR and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(e) “Cohort” means a group of program completers who successfully satisfied all teacher preparation program requirements at any point during the academic year.

(f) “Content major” means the academic discipline to which a postsecondary student formally commits, e.g., mathematics, biology, history.

(g) “Continued approval” means that subsequent to an initial approval, a teacher preparation program has been granted the authority to operate for a seven-year period.

(h) “Critical teacher shortage areas” mean the specific certification areas in high-need content areas and high-priority location areas that are identified annually by the State Board of Education pursuant to Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.


(j) “eIPEP” or “electronic Institutional Program Evaluation Plan” means a Department-maintained web-based tool for collection and reporting of candidate and completer performance data on state-approved teacher preparation programs.

(k) “Educator preparation institutes” or “EPIs” mean all Florida postsecondary or qualified private providers that provide instruction for non-education baccalaureate or higher degree holders under Section 1004.85, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(l) “Equivalent program” means a teacher preparation program that is offered by more than one provider that prepares candidates in the same specific educator certification subject area(s).

(m) “Field experiences” mean activities associated with an instructional personnel’s role that are conducted in prekindergarten through Grade 12 classroom settings.

(n) “High-performing schools” mean schools with a school grade of A or B.

(o) “Improving schools” mean schools that have improved a letter grade from the previous year.

(p) “In-field teacher” means an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

(q) “Initial approval” means that a new teacher preparation program has been granted the authority to operate for a seven-year period.
(r) “Initial teacher preparation programs” or “ITPs” mean all programs offered by Florida postsecondary institutions that prepare instructional personnel under Section 1004.04, F.S., and result in qualification for an initial Florida Professional Educator’s Certificate.

(s) “Instructional position” means any full-time or part-time position held by a K-12 staff member whose function includes the provision of direct instructional services to students or provides direct support in the learning process of students as prescribed in Section 1012.01(2)(a)-(d), F.S., but not including substitute teachers.

(t) “Low-Performing Institutions” means an institution who is identified as low-performing by having an average summative annual APPR rating that is at or below a 1.79. This rating is based upon an average of all APPR scores within the continued approval period and across the provider’s state approved teacher preparation programs and excludes years where the APPR was calculated per paragraph (6)(e) of this rule.

(u) “Professional education competency program” or “PEC program” means a program under Section 1012.56(8), F.S., in which instructional personnel with a valid temporary certificate employed by a school district, or private school, or state-supported public school with a state-approved program, may demonstrate mastery of professional preparation and education competence through classroom application of the Florida Educator Accomplished Practices and instructional performance.

(v) “Performance of Prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.,” means that the score is based on the performance of P-12 students assigned to in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available.

(w) “Placement rate” means the number of program completers reported annually by each program to the Department who are identified by the Department’s Staff Information System, as prescribed in Section 1008.385(2), F.S., as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(x) “Production of program completers in statewide critical teacher shortage areas per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S.,” means a bonus score is awarded when the number of program completers in specified critical teacher shortage areas increases from the most recent year compared to the number of program completers from the previous academic year.

(y) “Professional development certification program” or “PDCP” means a program in which a school district, charter school or charter management organization may provide instruction for members of its instructional staff who are non-education baccalaureate or higher degree holders under Section 1012.56(8), F.S., and results in qualification for an initial Florida Professional Educator’s Certificate.

(z) “Program candidate” means an individual who has been admitted into and is currently enrolled in, but has not yet completed a teacher preparation program that prepares instructional personnel to meet the qualifications for a Florida Professional Educator’s Certificate.

(aa) “Program completer” means an individual who has satisfied all teacher preparation program requirements and who meets the qualifications for the Florida Professional Educator’s Certificate.

(bb) “Program completer in need of remediation” means an individual who is employed in an instructional position in a Florida public school during the first two (2) years immediately following completion of the program or following initial certification, whichever occurs first, and who earns an evaluation result of developing or unsatisfactory on the school district’s evaluation system implemented under Section 1012.34, F.S.

(cc) “Provider” means a Florida postsecondary institution, private provider, school district, charter school, or charter management organization.


(ee) “Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.,” mean that scores are based on program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.
(ff) “Retention rate” means the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in a private or out-of-state P-12 school their first or second year following program completion are also included in the calculation if data are reported by the program and have been verified. If a program provides documentation of a program completer’s employment as a school administrator as defined in Section 1012.01(3)(c), F.S., in a private or out-of-state school, or a program completer’s death or disability, the number of program completers included in the calculation will be adjusted.

(gg) “Student performance by subgroup” means the performance of students in P-12 who are assigned to in-field program completers aggregated by student subgroup, as referenced in Sections 1004.04(4)(a)3.d., 1004.85(4)(b)4. and 1012.56(8)(d)2.c., F.S., as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year.

(hh) “Teacher preparation program” means a state-approved course of study, the completion of which signifies that the candidate has met all training and assessment requirements for initial certification to provide direct instructional services to P-12 students.

(ii) “Two-year guarantee” means that an initial teacher preparation program (ITP) must provide assurance of the high quality of its program completers during the first two (2) years immediately following completion of the program or following the initial certification of the program completer, whichever occurs first, as specified in Section 1004.04(4)(d), F.S.

(jj) “Uniform Core Curricula” means the following for all state-approved teacher preparation programs, except as noted:

1. The standards contained in the Educator Accomplished Practices.
2. State content standards as prescribed in Rule 6A-1.09401, F.A.C.
3. Scientifically researched and evidence-based reading instructional strategies appropriate to the candidate’s teacher preparation program area as follows:
   a. Candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through four (4). Candidates entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   b. 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 entering a teacher preparation program in the 2022-2023 academic year in a coverage area specified in Section 1012.585(3)(f), F.S., and identified in State Board subsection 6A-4.0051(7), F.A.C., shall be prepared in reading endorsement competencies one (1) through five (5).
   c. ITP candidates in reading (K-12) certification programs shall be prepared in reading endorsement competencies one (1) through five (5).
4. Content literacy and mathematical practices.
5. Strategies appropriate for the instruction of English language learners so that candidates are prepared to provide instruction in the English language to limited English proficient students to develop the student’s mastery of the four (4) language skills of listening, speaking, reading, and writing.
   a. ITP candidates in prekindergarten-primary (age 3-Grade 3), elementary (K-6), middle grades English (5-9), English (6-12) and exceptional student education (K-12) certification programs shall have completed the requirements for teaching limited English proficient students in Florida public schools by meeting the requirements specified in Rule 6A-4.0244, F.A.C., Specialization Requirements for the Endorsement in English for Speakers of Other Languages.
   b. ITP candidates in teacher preparation programs not included in sub-subparagraph (1)(ii)5.a. of this rule, shall have completed a college or university level 3-credit hour overview or survey course which addresses at an awareness level the areas specified in Rule 6A-4.02451, F.A.C., Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages.
6. Strategies appropriate for the instruction of students with disabilities so that candidates are prepared to apply specialized instructional techniques, strategies, and materials for differentiating, accommodating, and modifying assessments, instruction, and materials for students with disabilities.
7. Strategies to differentiate instruction based on student needs to include methods for differentiating the content, process, learning environment, and product of lessons being taught for a diverse array of learners from a variety of backgrounds and with a wide range of abilities.

8. The use of character-based classroom management that includes methods for the creation of a positive learning environment to promote high expectations and student engagement in meaningful academic learning that enhances age-appropriate social and emotional growth.

9. Strategies appropriate for the early identification of students in crisis or experiencing a mental health challenge the referral of such student to a mental health professional for support.

10. Strategies to support the use of technology in education and distance learning.

2. Standards for approval of teacher preparation programs.
   (a) The following standards must be met for a provider to receive initial and continued approval of a teacher preparation program:
      1. Institutional program providers must meet accreditation requirements per subsection (1) of Rule 6A-4.003, F.A.C.
      2. Private, non-institutional EPI program providers must receive approval from the Commission For Independent Education, under Chapter 1005, or demonstrate that the program is exempt from the Commission’s approval under Section 1005.06, F.S., to operate in the State of Florida to offer a degree, diploma or certificate program.
      3. The program admits high-quality teacher candidates who meet state-mandated admission requirements and show potential for the teaching profession;
      4. 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;
      5. 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; and,
      6. The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.

3. Processes for initial approval of teacher preparation programs.
   (a) At least thirty (30) days prior to an application submission, the president, chief executive officer, or superintendent of a provider who seeks initial approval to offer a teacher preparation program, shall notify the Florida Department of Education of its intent to submit an application for state-approval of a teacher preparation program.
   (b) A provider shall submit an application by January 15, April 15, July 15, or October 15, using the Florida Department of Education Initial Program Approval Standards, Form IAS-2021.
   (c) The Department shall conduct a review of the application submitted to the Department and notify the provider in writing of the following:
      1. Receipt of the application.
      2. Missing or deficient elements within thirty (30) days of receipt and provide a period of ten (10) business days for the provider to submit supplemental information or documentation to address the deficit(s).
      3. Within ninety (90) days of receipt of a completed application, the approval or denial of each program.
         a. An approval notice shall provide the program with an initial approval period of seven (7) years.
         b. A denial notice shall identify the reason(s) for the denial and the deficiencies. A program that receives a denial may reapply for initial approval in accordance with this subsection.

4. Reporting requirements for state-approved teacher preparation programs.
   (a) State-approved teacher preparation programs shall report the following data to the Department:
      1. Each provider shall annually submit program candidate and completer data to the Department’s secure management information system.
      2. All providers with a state-approved Educator Preparation Institute must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/, results of employer and candidate satisfaction surveys designed to measure the preparation of candidates for the realities of the classroom and the responsiveness of the program to local school districts.
      3. All state-approved teacher preparation programs must annually report via the Department’s eIPEP platform results of employer and completer satisfaction surveys measuring the preparation of completers for the realities of the classroom and the responsiveness of the program to local school districts.
4. All PDCP programs approved per Section 1012.56(8), F.S., must annually report via the Department’s eIPEP platform located at https://www.florida-eipep.org/ program performance management data based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(5) Requirements and processes for continued approval of teacher preparation programs.

(a) Continued approval entails requirements that are scored and requirements that are not scored. The requirements for continued approval that are not scored are as follows:

1. Except for programs in critical teacher shortage areas as defined in paragraph (1)(h), the program has at least one completer within the last three (3) years of the continued approval period.
2. Since initial approval, the provider has annually met the reporting requirements under subsection (4);
3. A provider has submitted the Florida Department of Education Continued Approval, Form CA-2021, during the last year of approval and at least sixty (60) days before a site visit; and,
4. Based upon the information provided on Continued Approval Form CA-2021, the provider demonstrates that it meets the following requirements:
   a. The provider admits candidates that meet the state-mandated requirements;
   b. A provider with a state-approved initial teacher preparation program or an educator preparation institute provides a certification ombudsman;
   c. The provider only endorses program candidates as completers if the individual has demonstrated positive impact on student learning growth in their certification subject area and passed all portions of the Florida Teacher Certification Examinations;
   d. A provider with an initial teacher preparation program monitors and remediates program completers who are referred by the employing school district during the first two (2) years immediately following program completion (2-year guarantee);
   e. The provider ensures that personnel who supervise, instruct, or direct candidates during field experience courses and internships meet the state-mandated qualifications;
   f. The provider collects and uses multiple sources of data to monitor program progress and performance, including a formal system for continuous program improvement that includes stakeholders; and,
   g. A provider with an educator preparation institute uses results of employer and candidate satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   h. A provider with a state-approved initial teacher preparation program uses the results of employer and program completers’ satisfaction surveys designed to measure the sufficient preparation of program completers and measuring the institution’s responsiveness to local school districts, to drive programmatic improvement.
   i. Any state-approved teacher preparation program approved per Section 1012.56(8), F.S., uses program performance management data to drive programmatic improvements based on information provided by the program on the Florida Department of Education Initial Program Approval Standards Form IAS-2021.

(b) The requirements for continued approval that are scored are the Annual Program Performance Report (APPR), Continued Approval Site Visit and Evidence of Programmatic Improvement.

(6) Annual Program Performance Report (APPR).

(a) The Department shall annually issue an Annual Program Performance Report (APPR) that includes program completer data based on the performance metrics specified in Sections 1004.04(4)(a)3., 1004.85(4)(b), and 1012.56(8)(d)2., F.S. Data shall be based on each of the program’s completers who were employed as instructional personnel in a Florida public school district or as otherwise provided under subsection (1), of this rule. Performance metrics not applicable to a program shall not be rated.

(b) For purposes of the APPR only, world language (e.g., Arabic, Chinese, French, and Spanish); Middle Grades certification subject areas (e.g., Middle Grades Mathematics grades 5-9) and Secondary Level certification subject areas (e.g., Mathematics grades 6-12); and science programs (e.g., Biology and Physics) are considered single programs.

(c) Each performance metric appropriate for a program shall receive a performance level score ranging from one (1) to four (4) that is based on the performance level target points established as follows:

<table>
<thead>
<tr>
<th>Performance Metrics</th>
<th>Level 4 Performance Target (4 points)</th>
<th>Level 3 Performance Target (3 points)</th>
<th>Level 2 Performance Target (2 points)</th>
<th>Level 1 Performance Target (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Rate</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is at or</td>
<td>Placement rate is</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rate</td>
<td>The average number of years employed in the 5-year period following initial placement is 4.5 years or more.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.</td>
<td>The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performance by subgroups data</td>
<td>At least 75 percent of the subgroups meet or exceed the state standard for performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of program completers’ annual evaluations as specified in Section 1012.34, F.S.</td>
<td>Program did not meet criteria for Level 4, but at least 80 percent of the program’s completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production of program completers in statewide critical teacher shortage</td>
<td>The critical teacher shortage program increased the number of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(not applicable for PDCP programs per Section 1012.56(8), F.S.)</td>
<td>above the 68th percentile of all equivalent programs across the state.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>above the 34th percentile and below the 68th percentile of all equivalent programs across the state.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>above the 5th percentile and below the 34th percentile of all equivalent programs across the state.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>below the 5th percentile of all equivalent programs across the state.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not calculated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Program did not meet criteria for Level 2, 3, or 4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(d) Each APPR shall include a summative rating score between 1.0 and 4.0 that is the average of all performance target level scores received by a program. If the program is eligible for the bonus performance metric of production of program completers in a statewide critical teacher shortage area, the summative rating score is weighted and calculated as follows: the average of all other performance target level scores computed for the program (which will consist of between two (2) and five (5) performance targets) multiplied by 0.8, plus the bonus score of four (4) points multiplied by 0.2, to yield the summative rating score. A program shall receive an APPR if it meets the minimum requirements as follows:

1. The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and,
2. The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

(e) A program that does not receive an APPR shall receive a summative rating score of 1.0 for that year.

(f) The provider shall have thirty (30) business days from the date the Department transmitted the APPR data to review the data on its program completers and summative rating scores, and provide the Department with documentation supporting an error or omission. The Department shall review the documentation and notify the provider within fifteen (15) business days of receipt of the supporting documentation of any change to the APPR data and scores.

(7) Continued Approval Site Visit.

(a) Each approved program shall receive a site visit during the final year of the continued approval period. If a provider has state-approved ITP and EPI programs, one program of each type shall receive a site visit.

(b) Each approved program provider identified either as a low-performing program as defined in paragraph (1)(r) of this rule for two (2) consecutive years or as at-risk of low-performing for three (3) consecutive years as defined in paragraph (1)(d) of this rule shall receive a site visit using the Florida Site Visit Framework, Form FSVF-2021, create an evidence-based improvement plan and submit annual evidence via the eIPEP platform in order to maintain state approval.

(c) The provider’s elementary education program shall be the program reviewed during the site visit in the event a provider offers the program. If an elementary education program is not offered by the provider, the provider’s prekindergarten-primary education program will be reviewed during the site visit. If neither of these programs is offered, the provider’s program with the largest enrollment will be reviewed during the site visit.

(d) At least two (2) months prior to the site visit, the provider shall submit a self-assessment report to the Department via the eIPEP platform located at https://www.florida-eipep.org/ that describes the program’s strengths, areas for improvement and programmatic improvement efforts for the areas noted in paragraph (7)(d).

(e) During the site visit, using the Florida Site Visit Framework, Form FSVF-2021, the program will be reviewed and scored to determine the extent to which the program:

1. Ensures that candidates and completers are prepared to instruct prekindergarten through grade 12 (p-12) students to meet high standards for academic achievement. (Review Area 2 on Form FSVF-2021)

2. 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. (Review Area 3 on Form FSVF-2021)

3. Supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers. (Review Area 4 on Form FSVF-2021)

(f) Each of the three site visit review areas found in subparagraphs (7)(d)1., 2. and 3., shall be scored. A score of one (1) indicates the review area is inadequate, a score of two (2) indicates the area is needs improvement, a score of three (3) indicates the area is good, a score of four (4) indicates the area is strong.
(g) Prior to issuance of a final site visit report by the Department, a preliminary site visit report shall be provided to the provider in order to afford the provider the opportunity to provide clarifying information.

(8) Evidence of Programmatic Improvement.

(a) Within thirty (30) business days of the provider’s receipt of the final site visit report, the provider shall submit an improvement plan to the Department via the eIPEP platform located at https://www.florida-eipep.org/. The improvement plan must specify at least three (3) improvement goals strategies for achieving these goals and describe the evidence that will be used to measure progress towards these goals.

(b) By June 1 for providers with fall site visits, or December 1 for those with spring site visits, the provider shall provide to the Department a progress report that includes evidence measuring progress towards the goals identified in the improvement plan. The progress report shall be submitted via the eIPEP platform located at https://www.florida-eipep.org/.

(9) Continued Approval Summative Score and Ratings.

(a) The Department shall determine the Continued Approval Summative Score for all programs based on the following components:

1. APPR Average Summative Rating: The annual APPR summative rating scores are averaged across all of the provider’s state-approved teacher preparation programs within the continued approval period; each rating score is then weighted by the total number of completers used in the annual calculation of the APPR summative rating. The APPR Average Summative Rating ranges between 1.0 and 4.0.

2. Continued Approval Site Visit Rating: The average of all scores issued for each review area as specified in paragraph (7)(d). The continued approval site visit rating ranges between 1.0 and 4.0.

3. Evidence of Programmatic Improvement Rating: A progress report that includes evidence of progress towards achieving the goals set by the provider in its improvement plan will receive a rating of four (4); lack of evidence of progress will yield a rating of one (1).

(b) In order to calculate the continued approval summative score, the weights for each component of the continued approval summative score are 50% for the APPR Average Summative Rating, 20% for the Continued Approval Site Visit Rating, and 30% for Evidence of Programmatic Improvement Rating. For example, if a program received the following four (4) scores in each of the components: APPR Average Summative Rating of 3.2, Continued Approval Site Visit Rating of 3, and Evidence of Programmatic Improvement Rating of 4, the continued approval summative score would be (.50 * 3.2)+(.20 * 3)+(.30 * 4) = 3.4.

(c) The continued approval summative score rating scale is as follows:

1. Full Approval with Distinction rating: the program has earned a continued approval summative score of above 3.5.

2. Full Approval rating: the program has earned a continued approval summative score of 2.4 to 3.5.

3. Denial of Approval rating: the program has earned a continued approval summative score that is below 2.4. A program that receives a denial of approval rating may reapply for initial approval as specified in subsection (3) of this rule.

(10) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program (ITP) pursuant to subsection (3) of this rule, must obtain the approval of the Department in order to offer a Professional Training Option program for content majors attending its institution. An institution seeking approval shall submit its request in writing to the Department.

(b) Upon completion of the Professional Training Option, the individual shall have satisfied professional preparation course work as prescribed in subsection (2) of 6A-4.006, F.A.C., as well as:

1. Received training in the Educator Accomplished Practices;

2. Received training in reading endorsement competencies one (1) and two (2); and,

3. Completed integrated school-based observation/participation field experiences associated with all competencies covered in the Professional Training Option.

(c) To receive approval, the institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in paragraph (10)(b) of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (10)(b)1.-2. of this rule, or the requirements in subsection 6A-4.006(2), F.A.C., are changed.

(d) In order to maintain approval, an institution must:

1. Report to the Department annually the number of participants enrolled in the program and the number of program completers;

2. Provide an endorsement of transcripts for each individual who completes the Professional Training Option; and,
3. Maintain compliance with the requirements pursuant to paragraph (10)(b) of this rule.

(11) Notwithstanding an applicant’s deficiency in meeting the requirements for continued approval set forth in subsections (5) – (8) of this rule, the Commissioner is authorized to grant continued approval of a teacher preparation program where the applicant demonstrates that all statutory requirements are met; the failure to meet a requirement found in subsection (5) of this rule, is temporary or beyond the control of the applicant; and the Commissioner determines that the deficiency does not impair the ability of the provider to prepare effective instructional personnel.

(12) The following forms are hereby incorporated by reference and made a part of this rule. Copies may be obtained from the Florida Department of Education, 325 West Gaines Street, Room 124, Tallahassee, FL 32399-0400.


Rulemaking Authority 1001.02, 1004.04, 1004.85, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.56 FS. History—New 7-2-98, Amended 8-7-00, 3-19-06, 2-17-15, 1-1-18, 4-30-18, 10-24-19, 11-23-21.
Appendix C

Florida Site Visit Framework

© 2017. Teacher Prep Inspection---US, Inc. All rights reserved.

In furtherance of its charitable purposes, Teacher Prep Inspection---US, Inc. (TPI---US) asserts full intellectual property rights to this Framework and to any work conducted by TPI---US through use of this Framework. This includes the TPI---US process of teacher preparation program site visits and related records, reports, documents, products and other material sent in conjunction with this process.

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying, recording, or using any information storage and retrieval system without permission in writing by Teacher Prep Inspection-US, Inc.
Notes on how review area scores are determined:
1. Reviewers will analyze available evidence and will check all the criteria for inadequate before considering higher judgment scores.
2. The team will use a preponderance of evidence within each review area to determine the score—except where/when constraining criteria described in number 4 come into play.
3. The guidance provided by this framework is not exhaustive and must be considered in the wider context of program quality.
4. Constraining criteria are indicated where relevant (i.e. the overall review area score can NOT be Good if criteria X is not at least Good).
5. Likely sources of evidence are meant to serve as initial guidance and are not considered exhaustive.
6. Reviewers will triangulate evidence in order to ensure judgments capture typical aspects of the program. Triangulation allows reviewers to trace connections that might exist between a course and other sources of evidence as well as how similar pieces of evidence come to bear on more than one review area.
   a. For example: A reviewer will connect evidence from observing a program’s early literacy course with evidence from observing candidates teaching reading with comments graduates, principals and faculty make about the quality of reading instruction. These two pieces of evidence could then inform judgments in areas 2 (Content Knowledge and Teaching Methods), 3 (Clinical Placement, Feedback, and Candidate Performance) and possibly even 4 (Program Performance Management).
REVIEW AREA 1: Quality of Selection

Context and Rationale: This review area addresses the program’s responsibility to select candidates that show potential and/or fit for the teaching profession. This can be demonstrated in a variety of ways including standardized tests, pre-admission GPA, auditions, interviews, etc. This review area is for informational purposes only.

Essential questions being answered:
- What principles, criteria, and recruitment/selection practices drive the selection of program applicants?
- What is the quality, as determined by pre-selection GPA and/or standardized test scores, of recent cohorts?
- What efforts are underway to make the program candidates and program completers more representative of the student population of the schools and/or district(s) served by the program?

Likely sources of evidence for this review area:
- Data on pre-selection GPA of all candidates in most recent cohort
- Standardized test score data (ACT, SAT, GRE) for most recent cohort
- Demographic data on current cohort, most recent completer cohort, local or state K-12 students and teacher workforce
- Handbooks or policies outlining the program’s admission criteria and process
- Conversations with program staff about selection criteria and recruitment initiatives
## Indicator 1.1 – Selection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA¹</td>
<td>All of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>At least 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>Less than 75% of the most recently admitted cohort of students are selected with a GPA of 3.0 or greater.</td>
<td>GPA for more than 50% of the most recently admitted cohort of students is <strong>below 2.75.</strong> –OR– The program is <strong>unable to provide data</strong> to reviewers on the individual pre-selection GPA of all admitted candidates.</td>
</tr>
<tr>
<td>Standardized Tests²</td>
<td>Teacher candidates selected for the program are <strong>drawn from the top third</strong> of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are <strong>drawn from the top half</strong> of the college going population, as measured by appropriate standardized tests.</td>
<td>Teacher candidates selected for the program are <strong>drawn from below the top half but above the bottom third</strong> of the college going population, as measured by appropriate standardized tests (i.e., above the 33rd and below the 50th percentiles of the standardized test national distribution of test takers).</td>
<td>Teacher candidates selected for the program are <strong>drawn from the bottom third</strong> of the college going population. –OR– The program is <strong>unable to provide data</strong> to reviewers on the individual ACT/SAT scores of all admitted candidates.</td>
</tr>
</tbody>
</table>

¹ All programs should be able to provide review teams with the pre-admission grade point averages (GPA) of all admitted candidates.

² This applies to programs housed in institutions that use nationally-normed standardized tests in their admissions processes; community and state colleges and post-baccalaureate programs generally do not require standardized test scores like ACT, SAT, or GRE and so this criterion does not apply in those situations. For programs that cannot provide standardized test data but are housed in an institution that can provide this information, reviewers will look at the institution average for the most recently admitted class.
## Indicator 1.1 – Selection (continued)

<table>
<thead>
<tr>
<th>Demographic Representation of enrolled candidates</th>
<th>Demographic Representation of program completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The demographic profile of enrolled teacher candidates <strong>makes a significant contribution</strong> to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that <strong>progress has been made over at least three consecutive years</strong> AND the program has a written plan with clear objectives and timelines.</td>
<td>The demographic profile of program completers <strong>makes a significant contribution</strong> to a teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that <strong>progress has been made over at least three consecutive years</strong> AND the program has a written plan with clear objectives and timelines.</td>
</tr>
<tr>
<td>The demographic profile of enrolled teacher candidates <strong>contributes</strong> to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that <strong>progress has been made over the past two consecutive years</strong> AND the program has a written plan with clear objectives and deadlines.</td>
<td>The demographic profile of program completers <strong>contributes</strong> to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program, as shown by evidence that <strong>progress has been made over the past two consecutive years</strong> AND the program has a written plan with clear objectives and deadlines.</td>
</tr>
<tr>
<td>There is <strong>little evidence that progress has been made</strong> on selecting candidates whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</td>
<td>There is <strong>little evidence that progress has been made</strong> on producing new teachers whose diversity contributes to a local teacher workforce more representative of the student population of the schools and/or the districts served by the program.</td>
</tr>
<tr>
<td>The program <strong>does not enroll</strong> a population of candidates that contributes to a local teacher workforce more representative of the K12 students and <strong>has no concrete plans for becoming more representative</strong> of the student population of the schools and/or the districts served by the program.</td>
<td>The program <strong>does not produce a population</strong> of completers that contributes to a local teacher workforce more representative of the K12 students and <strong>has no concrete plans for becoming more representative</strong> of the student population of the schools and/or the districts served by the program.</td>
</tr>
<tr>
<td>Admission Process (e.g. audition, interview, etc.)</td>
<td>The program uses <strong>multiple measures</strong> in addition to standardized test scores and pre-selection GPA to determine fit and/or promise for teaching in its admission process, <strong>systematically monitors</strong> whether these measures result in effective teacher candidates, and provides evidence supporting the impact of these measures.</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The program uses <strong>measures</strong> in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process and <strong>informally monitors how these measures impact</strong> candidate effectiveness.</td>
<td>The program uses <strong>some measures</strong> in addition to standardized test scores and pre-selection GPA to determine potential for teaching in its admission process, but <strong>does not monitor the impact</strong> of the measures on candidate effectiveness.</td>
</tr>
<tr>
<td>The program <strong>does not examine any potential or fit for teaching measures</strong> beyond standardized test scores and pre-selection GPA.</td>
<td></td>
</tr>
</tbody>
</table>

---

3 This may include measures beyond application and background checks such as: recommendations, interviews, auditions, videos, micro-teaching, etc.
REVIEW AREA 2: Quality of Content Knowledge and Teaching Methods

Context and Rationale: This review area focuses on how well the program ensures teacher candidates acquire content knowledge and key teaching methods and skills needed to be an effective educator. The site visit focuses on coursework and related experiences offered by the program to develop the content knowledge and teaching skills of teacher candidates and the impact these bring to improving student learning. Multiple sources of evidence are used to make this judgment; one of these sources is direct observation of teacher candidates so that reviewers understand how successfully coursework and related program content convey key content knowledge and teaching methods to all teacher candidates in the reviewed program.

Note on elementary reading and math criteria: The specific criteria set forth in the framework are included as core, research-based components of developing children’s literacy and mathematical skills. As such, reviewers will look for the specific aspects of reading and math as outlined.

Note on online learning: The online program teaching faculty knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable teacher candidate success. This includes providing clear expectations, timely accurate feedback on assignments and assessments, active learning opportunities and use of assessments, projects, and assignments that meet learning goals and assess learning progress by measuring candidate achievement of the learning goals.

Note on alternate certification programs (MAT, Post--Bacc Certification--Only): The site visit will assess how the program determines that its candidates have mastered relevant content knowledge before they complete the program, and how the program responds to any content knowledge improvement that may be needed for admitted candidates as a result of the program's assessment of their content knowledge.

Essential questions being answered:

● How does the program ensure individual teacher candidates have a secure knowledge of their content (especially Scientifically-Based Reading Instruction, Math, other subject areas in elementary programs and secondary content areas for secondary programs)?

4 For more information please see the National Standards for Quality Online Teaching
https://gsw.edu/Assets/Academic%20Affairs/files/IEP/NACOL_Standards_Quality_Online_Teaching.pdf
● How does the program ensure teacher candidates are well equipped with key teaching techniques and methods (particularly classroom management, assessment, differentiation, academic feedback, questioning skills) to bring about advancements in student learning and achievement?
● What connections (e.g. scenarios, simulations, peer teaching, assignments) are made in courses between course knowledge and its application to teaching practice so that candidates learn how to apply their coursework knowledge?

Likely sources of evidence for this review area:
● Observations of program courses (including multiple sections of the same course when these are offered)
● Course syllabi
● Conversations with teacher candidates, program faculty/staff, school staff (cooperating teachers, supervising teachers, principals), and recent program graduates
● Program handbooks
● Observations of teacher candidates teaching
● Surveys of program graduates and employers
● Degree Plans

Note on “constraining criteria” for ELEMENTARY Education Program Site Visits: The quality of literacy training delivered by the program to all teacher candidates must be good or better in order for the final judgment on Quality of Content Knowledge and Teaching Methods to be good.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 = Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(ELEMENTARY)</em> Literacy Training</td>
<td>Coursework and training provide comprehensive, systematic, and sequential training of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, consistently enabling elementary teacher candidates to teach students how to read effectively, ensuring that the progress of all students is good or better. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of:  ● Phonological processing and phonemic awareness  ● Phonics instruction  ● Spelling</td>
<td>Coursework and training address, systematic, sequential training of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction, enabling elementary teacher candidates to teach students how to read effectively, enhancing the progress and learning of the students they teach. These elements include: 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of:  ● Phonological processing and phonemic awareness  ● Phonics instruction  ● Spelling</td>
<td>Coursework and training address some components of scientific research/evidence-based reading instruction within the five essential components of reading paired with elements of early literacy instruction and inconsistently enables elementary teacher candidates to teach literacy including scientifically based reading instruction.</td>
<td>Coursework and training do not enable elementary teacher candidates to teach literacy including scientifically based reading instruction.</td>
</tr>
</tbody>
</table>

5 States may require use of Praxis or other state content knowledge tests (e.g. FTCE in Florida); while programs find this necessary in order to meet state requirements, it is not sufficient in assessing content mastery to ensure that all admitted candidates have a secure grasp of content knowledge.

*Constraining criteria

6Five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension
<table>
<thead>
<tr>
<th>(ELEMENTARY) Literacy Training (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Fluency</td>
</tr>
<tr>
<td>4. Comprehension</td>
</tr>
<tr>
<td>5. Vocabulary instruction to include morphology</td>
</tr>
<tr>
<td>6. Grammar/syntax</td>
</tr>
<tr>
<td>7. Written expression</td>
</tr>
<tr>
<td>8. Formal/informal assessment practices that inform literacy instruction</td>
</tr>
<tr>
<td>9. ELL</td>
</tr>
<tr>
<td>10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ELEMENTARY) Math Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Numbers &amp; Operations</td>
</tr>
<tr>
<td>● Algebra &amp; Functions</td>
</tr>
<tr>
<td>● Geometry &amp; Measurement</td>
</tr>
<tr>
<td>● Data Analysis &amp; Probability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Pedagogy:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Conceptual understanding</td>
</tr>
<tr>
<td>● Problem solving</td>
</tr>
<tr>
<td>● Fluency</td>
</tr>
</tbody>
</table>

Coursework and training address, comprehensively and in depth, **all major elementary math content areas and key aspects of math pedagogy** to foster conceptual and procedural mastery of math instruction, **and consistently enable** teacher candidates to teach math **highly effectively**, ensuring that the **progress and learning of all students is good or better**.

Coursework and training **address some** elementary math domains and key aspects of math pedagogy **AND/OR inconsistently enable** teacher candidates to teach math such that candidates can enhance the **progress and learning of their students**.

Coursework and training **do not enable** elementary teacher candidates to teach elementary math in order to enhance the progress and learning of their students.
<table>
<thead>
<tr>
<th>(ELEMENTARY) Other subject areas</th>
<th>Coursework and training <strong>consistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach highly effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>inconsistently</strong> enable teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons</strong> in elementary subject areas so that the <strong>progress and learning of all students is good or better.</strong></th>
<th>Coursework and training <strong>do not enable</strong> teacher candidates to master the <strong>content knowledge and skills</strong> necessary to <strong>teach effective lessons,</strong> particularly in elementary subjects in order to enhance the progress and learning of their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Courses here could be teaching skills and strategies as well as content-specific in focus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Indicator 2.1 Content Knowledge (continued)

| (ALT CERT) Content Mastery $^8$ | The program ensures that all candidates **consistently demonstrate mastery** of relevant content knowledge, and the program has **clear evidence** that it takes steps to assess candidates’ content knowledge, and—where necessary—provides **highly effective** support so that candidates’ content mastery results in the **learning and progress of all students being good or better**. | The program ensures that **most** candidates demonstrate relevant content knowledge, and provides evidence that it has taken steps to assess content knowledge, and has **some evidence** of providing support, where necessary, so that the **majority** of candidates’ content mastery **enhances the learning and progress** of the students they teach. | The program **inconsistently ensures** that candidates demonstrate relevant content knowledge, provides evidence that it has taken steps to assess content knowledge, and has **little evidence** that the program assesses their content knowledge and/or, where necessary, **provides little support** to enable candidates to have, or gain, content mastery as a result **student learning is inconsistent**. | The program **does not ensure** candidates’ ability to demonstrate adequate content knowledge, and the program **does not have steps** in place to support candidates, where necessary, in gaining mastery of relevant content as a result **student learning is significantly inhibited**. |
| (SECONDARY) Core Subject Area | The program **consistently assesses** relevant content knowledge of candidates and provides support where needed to ensure **comprehensive knowledge** of content so that coursework and training enable teacher candidates to teach secondary subjects **highly effectively** and the **learning and progress of all students is good or better**. | The program **assesses** relevant content knowledge of candidates and **usually provides** support where needed so that coursework and training enable teacher candidates to teach secondary subjects **effectively**, ensuring that they can **enhance the learning and progress** of the students they teach. | The program **inconsistently assesses** relevant content knowledge of teacher candidates, providing **little support** when necessary and/or coursework and training **inconsistently enable** teacher candidates to teach secondary subjects so that they are able to enhance the progress and learning of the students they teach. | There is little evidence that the program assesses candidate content knowledge. Coursework and training **does not enable** secondary teacher candidates to teach their secondary subject and as a result, **student learning is significantly inhibited**. |

---

$^8$ Content mastery of candidates is assessed and when deficiencies are evident the program takes measures to ensure those deficits are remediated so that relevant content is mastered.
### Indicator 2.2 Teaching Methods

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
</table>
| Classroom         | Coursework and training in classroom management equip teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **highly effectively** and create a **positive and highly engaging climate for academic learning**. This includes all of the following:  
  - make effective use of time and materials  
  - keep classroom on track and minimize student distraction  
  - use contingent praise for good behavior  
  - handle disruptive student misbehavior  
  - differentiate the learning environment for students in need. | Coursework and training in classroom management **equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning**. This includes all of the following:  
  - make effective use of time and materials  
  - keep classroom on track and minimize student distraction  
  - use contingent praise for good behavior  
  - handle disruptive student misbehavior  
  - differentiate the learning environment for students in need. | Coursework and training in classroom management **inconsistently equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning**. Some of the following may not be present:  
  - make effective use of time and materials  
  - keep classroom on track and minimize student distraction  
  - use contingent praise for good behavior  
  - handle disruptive student misbehavior  
  - differentiate the learning environment for students in need. | Coursework and training in classroom management **does not equip** teacher candidates with the knowledge, understanding, and skills to manage behavior and discipline **effectively** and create a **positive climate for academic learning**. Several of the following may not be present:  
  - make effective use of time and materials  
  - keep classroom on track and minimize student distraction  
  - use contingent praise handle disruptive student misbehavior;  
  - handle disruptive student misbehavior  
  - differentiate the learning environment for students in need. |

9 Key teaching skills such as academic feedback and questioning, managing student behavior, assessment, and differentiation should be embedded and integrated into different content areas such that candidates fully understand how these key skills can be used to advance student learning and how use of these skills may differ across content areas.
<table>
<thead>
<tr>
<th>Indicator 2.2 Teaching Methods (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to <strong>accurately assess</strong> K--12 student performance and progress and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results in their instruction so that <strong>all</strong> students, including those with ESL, special education, and gifted needs, make at least good academic progress.</td>
</tr>
<tr>
<td>Coursework and training in assessment equip teacher candidates with the knowledge, understanding, and skills to <strong>accurately assess</strong> student performance and progress for <strong>most</strong> of their students and to adjust their instruction in response to this information. This includes enabling them to utilize formative assessment results so that <strong>most</strong> of their students, including those with ESL, special education, and gifted needs, make at least good academic progress.</td>
</tr>
<tr>
<td>Coursework and training in assessment <strong>inconsistently</strong> equip candidates to assess student performance and progress, including inconsistent use of formative assessment results in their instruction; not all students make at least good academic progress.</td>
</tr>
<tr>
<td>Coursework and training in assessment <strong>does not enable</strong> candidates to assess student learning and to use formative data to inform their instruction of students.</td>
</tr>
<tr>
<td><strong>Differentiation</strong></td>
</tr>
<tr>
<td>Coursework and training prepares teacher candidates to <strong>highly effectively</strong> adapt the curriculum and differentiate the content, process and/or product during instruction for <strong>all students</strong> including those with ESL, special education, and gifted needs, ensuring that <strong>all students make good or better progress</strong> in the lesson and over time.</td>
</tr>
<tr>
<td>Coursework and training prepares teacher candidates to <strong>effectively</strong> adapt the curriculum and differentiate the content, process or product during instruction for <strong>most students</strong> including those with ESL, special education, and gifted needs, ensuring <strong>most students make progress</strong> in the lesson and over time.</td>
</tr>
<tr>
<td>Coursework and training <strong>inconsistently</strong> prepares teacher candidates to adapt the curriculum and differentiate the content, process or product during instruction to meet the needs of all students including those with ESL, special education, and gifted needs.</td>
</tr>
<tr>
<td>Coursework and training <strong>does not prepare</strong> candidates to adapt the curriculum and differentiate to the content, product or process during instruction to meet the needs of students with varying learning needs.</td>
</tr>
</tbody>
</table>
## Indicator 2.2 Teaching Methods (continued)

| Academic feedback and questioning | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to **effectively** engage all students in **rigorous** learning through **highly effective** academic feedback that is timely, accurate and specific and **high-level** questioning where students and/or teachers **build off responses**. | Coursework and training consistently equip teacher candidates with the knowledge, skills, and understanding to engage students in learning through **effective** academic feedback that is timely, accurate and specific and questioning that includes **higher-level, open-ended questions**. | Coursework and training **inconsistently prepare** teacher candidates to engage students in learning through academic feedback and questioning. Coursework and training **may not address key components** of feedback (timeliness, accuracy, and specificity) OR does not **address level and variety of questioning**. | Coursework and training **do not equip candidates** to engage students in learning through academic feedback and questioning. |
Indicator 2.3 Connections to Practice

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to practice between coursework and the clinical application of coursework knowledge</td>
<td>Program coursework has <strong>frequent and strong</strong> connections to <strong>immediate practice</strong> (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>all candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>Program coursework <strong>frequently includes appropriate and good</strong> connections to practice (such as scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.) that provide <strong>most candidates</strong> with opportunities to learn how to apply their coursework knowledge to clinical practice.</td>
<td>Program coursework has <strong>inconsistent</strong> relevant connections to practice with <strong>missed opportunities</strong> to include scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc., in a way that help candidates learn how to apply coursework knowledge.</td>
<td>Program coursework has <strong>few OR ineffective</strong> connections to practice such as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.</td>
</tr>
</tbody>
</table>

---

10 Through program coursework, all candidates are provided with explicit, real-world applications of the content knowledge and teaching methods presented in coursework, and observe strong modeling of teaching methods and skills, so that teacher candidates learn how to apply their coursework knowledge to clinical practice situations. These connections to practice do not assume that fieldwork is the only way to learn application of knowledge to classroom settings: faculty modeling, role-playing among candidates enrolled in the course, the use of videos to demonstrate how skills or knowledge are deployed in the classroom, simulations, and avatar-based practice opportunities are some of the concrete ways connections to practice can be embedded in course content.
REVIEW AREA 3: Quality of Clinical Placement, Feedback, and Candidate Performance

Context/Rationale: The final clinical experience (often referred to as student teaching or internship) offers candidates the opportunity to apply the knowledge acquired through program coursework, prior field experiences, and other activities. As such, it is essential that all candidates receive high-quality supervision and feedback. While candidate performance during observation is a central piece of evidence for this review area, reviewers are not evaluating teacher candidates through these observations: reviewers are judging the teaching and learning that results from the program’s efforts to develop the knowledge and teaching skills of all candidates, not the teacher candidate who is observed by reviewers. Evidence is gathered and judgments made within the wider goal of understanding program results and how these results are achieved. While the final clinical experience is central to the review area, reviewers will include evidence on earlier clinical experiences where appropriate.

Note on Alternate Certification Programs: For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.

Essential questions being answered:

- How does the program structure the final clinical experience and select the clinical placement site?
- How are cooperating teachers and/or program supervisors chosen, trained, and supported by the program?
- What aspects of teaching and learning does the observation tool provide feedback on?
- What is the quality of the feedback candidates receive? Is it an accurate reflection of the quality of teaching and learning during the observed lesson?
- How consistent is the feedback provided by the program supervisors and classroom cooperating teachers?
- Is the feedback constructive, actionable and likely to lead to improvement in teaching and learning practices?
- How do cooperating teachers, principals, and/or program supervisors view the overall quality of teacher candidate?
- What is the impact of candidate teaching on student learning during the observed lesson?
- What is the evidence from the site visit with regards to the quality of teacher candidates?
Likely sources of evidence for this review area:
- Observations of teacher candidates teaching
- Observation of feedback provided by program supervisors to candidates
- Blank and completed observations and evaluation instruments
- Conversations with teacher candidates, program faculty/staff, and school/district staff (cooperating teachers, principals, HR)
- Data on all supervisor observation scores and written comments for cohorts of teacher candidates in the reviewed program
- Program handbooks, MOUs, and/or other program documents with information on the selection, training and support of cooperating teachers and supervisors
- Surveys of program completers

Note on “constraining criteria”: The quality of written and oral feedback (Indicator 3.2) delivered by program supervisors to all candidates must be good or better in order for the key judgment on Quality of Clinical Placement, Feedback, and Candidate Performance to be good.

<table>
<thead>
<tr>
<th>Indicator 3.1 – Clinical Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Clinical placement timing and length</td>
</tr>
</tbody>
</table>
### Indicator 3.1 – Clinical Placement (continued)

| Selection of clinical placement schools\(^{11}\,^{12}\) | High-quality placements ensure that teacher candidates gain **substantial practical experience** to develop their teaching skills effectively in schools that are **high performing and/or improving over the past two years**, a **substantial portion of which** have a diverse student body (to include SES and/or ethnicity). | Placements **ensure** that teacher candidates gain **practical experience** to develop their teaching skills effectively in placements where **most schools** are high performing and/or improving over the past two years, **some of which** have a diverse student body (to include SES and/or ethnicity). | Placements **inconsistently ensure** that teacher candidates gain **practical experience** to develop their teaching skills effectively in placements where **some schools** are high performing and/or improving over the past two years, **some of which** have a diverse student body (to include SES and/or ethnicity). | Placements **do not ensure** that teacher candidates are able to develop their teaching skills in schools that have at least some evidence of improving academic performance over the past two years and also serve a diverse student body (to include SES and/or ethnicity). |
| Selection of cooperating teachers (mentor teachers)\(^{13}\) | Cooperating teachers are **consistently chosen** based on demonstrated effectiveness and capacity to serve as a mentor. | Cooperating teachers are **often chosen** for effectiveness and capacity to serve as a mentor. | **Program has selection criteria** that cooperating teachers be chosen for effectiveness and capacity to serve as a mentor but **cooperating teachers inconsistently have these.** | There is no clear rationale for choosing cooperating teachers for their effectiveness OR for their capacity to serve as mentors. |

\(^{11}\) For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program this criterion does not apply (e.g. alternative certification programs).

\(^{12}\) Team will examine up to 10 schools where most candidates are placed plus any not on that list but where the team observed.
| **(ALT CERT)** Clinical On-Site Supports | Programs **consistently demonstrate** that multiple supports are in place for candidates who are teaching, including frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as evidence that **strategic interventions** routinely take place to address weaknesses in candidate performance if/when they arise. | Programs demonstrate that they **provide some** onsite support for candidates who are teaching-----**examples may include** frequent visits to provide timely oral and written feedback that focuses on how well students are learning, as well as **some evidence** that interventions take place to address weaknesses in candidate performance if/when they arise. | Programs **inconsistently demonstrate supports** are in place for candidates teaching through onsite visits to assess candidate performance and/or **few interventions** are available if/when placement weaknesses arise OR the interventions take place **inconsistently** and/or are **inconsistently effective**. | Programs are **not able to demonstrate supports** are in place for candidates teaching. There is **little or no evidence** of onsite support for candidates and/or **they do not make interventions** when weaknesses in candidate performance arise OR the interventions are **ineffective**. |

---

13 For programs where clinical placement is determined by employment of program candidates as the teacher of record who are enrolled in the program, this criterion does not apply.

14 For programs where clinical placement is determined by employment of program candidates as teachers of record who are enrolled in the program, the site visit focus is on how well the program ensures that all enrolled candidates are receiving the support and guidance needed to develop their teaching knowledge and skills and what interventions and supports are in place to address weaknesses in placements if/when they arise.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Strong</th>
<th>3 = Good</th>
<th>2 = Needs Improvement</th>
<th>1 = Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation and/or evaluation instrument(s) used by program supervisors</td>
<td><strong>Observation and/or evaluation instrument(s) addresses most (5–6):</strong>&lt;br&gt;● student engagement in learning and participation in the lesson&lt;br&gt;● impact of candidate instruction on learning during the observed lesson&lt;br&gt;● specific, research---based classroom management strategies,&lt;br&gt;● use of formative assessment to inform instruction&lt;br&gt;● differentiated instruction for ESL, special education, and gifted needs&lt;br&gt;● academic feedback and questioning&lt;br&gt;● Candidate content knowledge</td>
<td><strong>Observation and/or evaluation instrument(s) addresses only some (3--4):</strong>&lt;br&gt;● student engagement in learning and participation in the lesson&lt;br&gt;● impact of candidate instruction on learning during the observed lesson&lt;br&gt;● specific, research---based classroom management strategies,&lt;br&gt;● use of formative assessment to inform instruction&lt;br&gt;● differentiated instruction for ESL, special education, and gifted needs&lt;br&gt;● academic feedback and questioning&lt;br&gt;● Candidate content knowledge</td>
<td>Observation and/or evaluation instrument(s) addresses few (1--2):&lt;br&gt;● student engagement in learning and participation in the lesson&lt;br&gt;● impact of candidate instruction on learning during the observed lesson&lt;br&gt;● specific, research---based classroom management strategies,&lt;br&gt;● use of formative assessment to inform instruction&lt;br&gt;● differentiated instruction for ESL, special education, and gifted needs&lt;br&gt;● academic feedback and questioning&lt;br&gt;● Candidate content knowledge</td>
<td></td>
</tr>
<tr>
<td>Program supervisor and cooperating teacher training on observation and evaluation</td>
<td>All program---based supervising teachers and classroom cooperating teachers receive <strong>regular substantive</strong> training to <strong>measurable standards for reliability</strong> on methods and practices of high---quality observation and feedback.</td>
<td>All program---based supervising teachers and classroom cooperating teachers receive <strong>regular substantive training</strong> on methods and practices of high---quality observation and feedback.</td>
<td>Program---based supervising teachers and classroom cooperating teachers receive <strong>minimal training, at least annually</strong>, on the observation and/or evaluation instrument.</td>
<td>The program <strong>does not provide training</strong> on methods and practices of effective observation and feedback to program---based supervising teachers or classroom cooperating teachers who observe/host teacher candidates.</td>
</tr>
<tr>
<td>Quality of written and oral feedback*</td>
<td><strong>Accurate written and oral feedback</strong> after each required observation has a clear link to <strong>evidence of student learning</strong> during the observed lesson, <strong>strategically</strong> builds on previous feedback, and identifies key action steps for improvement.</td>
<td><strong>Accurate written and oral feedback</strong> after each required observation <strong>usually</strong> has a clear link to <strong>evidence of student learning</strong> during the observed lesson, builds on previous feedback, and identifies <strong>most</strong> key action steps for improvement.</td>
<td><strong>Written and oral feedback</strong> after each required observation is <strong>inconsistent</strong> and/or <strong>inconsistently builds</strong> upon previous feedback, <strong>does not link</strong> to student learning, and/or <strong>does not directly identify</strong> action steps for improvement.</td>
<td><strong>Written and oral feedback</strong> after each required observation is <strong>inaccurate</strong> and/or <strong>does not link to</strong> student learning and <strong>does not identify</strong> key action steps for improvement.</td>
</tr>
</tbody>
</table>

---

* Constraining Criteria
### Indicator 3.2 – Observation and Feedback (continued)

| Consistency of expectations | Supervising teachers, classroom cooperating teachers and all classroom observers have **consistently high expectations** for candidate performance and student learning, and they work collaboratively to deliver **strong feedback that is accurate and highly relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **usually** have **consistent expectations** about candidate performance and student learning, and they **mostly** work collaboratively to ensure that **feedback is accurate and relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers **have inconsistent expectations** about candidate performance and student learning, and/or their feedback is **inconsistent or not always relevant** to the needs of teacher candidates. | Supervising teachers, classroom cooperating teachers and all classroom observers provide teacher candidates with **feedback that is not accurate or relevant** to the needs of teacher candidates and/or **expectations are not clear.** |

### Indicator 3.3 – Candidate Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 – Strong</th>
<th>3 – Good</th>
<th>2 – Needs Improvement</th>
<th>1 – Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student engagement and candidate impact on student learning during lesson[^15]</td>
<td><strong>All students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning during the observed lesson.</strong></td>
<td><strong>Most students are engaged in learning during the observed lesson and candidate teaching consistently advances student learning for most students during the lesson.</strong></td>
<td><strong>Students are inconsistently engaged in learning during the observed lesson and candidate teaching inconsistently advances student learning.</strong></td>
<td><strong>Few students are engaged in learning during the observed lesson and candidate teaching does not contribute to student learning.</strong></td>
</tr>
</tbody>
</table>

[^15]: Student learning during an observed lesson can be determined by direct observation of student work in the classroom as well as evidence that students are active in debate and discussion during the lesson, discovering evidence or patterns, making contributions to the understanding of other students—or even the teacher—of a subject or topic, asking and/or answering probing questions, and providing responses to reviewer questions that demonstrate learning and understanding of lesson content.
### Indicator 3.3 – Candidate Performance (continued)

| Subject knowledge | Students benefit from **accurate and high-quality** content because candidates **consistently teach exceptionally well**, demonstrating strong subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students benefit from **accurate** content because candidates **consistently teach well**, demonstrating **good** subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students **inconsistently** benefit from **accurate** content because candidates teach **inconsistently**, demonstrating some **errors** in subject knowledge, particularly in reading, literature, history/social studies, math and science. | Students have **few opportunities** to benefit from accurate content because candidates are **unable to consistently demonstrate** subject knowledge to ensure that lessons are taught accurately and/or **inaccuracies in content adversely impact student learning**. |
| Teaching Skills and Strategies | Student learning and engagement are supported by teacher candidate ability to **consistently and highly effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and engagement are supported by teacher candidate ability to **consistently and effectively** demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and engagement are **not always supported** due to **inconsistent ability** of teacher candidate to demonstrate the use of these teaching and learning strategies:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning | Student learning and/or engagement is **impeded by** teacher candidate **inability** to use one or more of these teaching and learning:  
- classroom management strategies  
- formative assessment and its use to inform instruction  
- differentiated instruction for gifted students, ELLs and students with special learning needs  
- academic feedback and questioning |

24
**Indicator 3.3 – Candidate Performance (continued)**

<table>
<thead>
<tr>
<th>Feedback from recent graduates and principals of recent graduates</th>
<th>Recent graduates and principals of recent graduates report that program graduates make a <strong>positive</strong> impact on student learning without the need for targeted interventional professional development from the school or district.</th>
<th>Recent graduates and principals of recent graduates report that <strong>targeted interventional professional development</strong> from the school or district <strong>was sometimes needed</strong> to enable the graduates to improve their impact on student learning.</th>
<th>Recent graduates and principals of recent graduates report that <strong>significant professional development</strong> was required in the first year of teaching to ensure that teaching reaches an acceptable level of effectiveness and/or to ensure that pupils make expected levels of progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent graduates, cooperating teachers and principals of recent graduates report that program graduates make a <strong>strong positive</strong> impact on student learning without the need for targeted interventional professional development from the school or district.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REVIEW AREA 4: Quality of Program Performance Management

Rationale/Context: This review area examines whether and how program leadership—at all levels—utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates. Program performance management gives careful attention to quantitative and qualitative data, review of data quality (e.g., reliable and valid measures of clinical performance and student learning), well-established processes for performance review and action steps based on that review, and broad involvement of faculty and administrators at all levels of the program in these monitoring and improvement processes. Program performance management also includes systematic and regular attention to the quality of program coursework and faculty teaching, taking into account their impact on relevant program outcomes and to the ability of all candidates to teach well as a result of the quality of course content and faculty teaching.

Quality assurance through effective program performance management takes place by building and sustaining a culture of continuous improvement that directly engages all members of the organization. Multiple sources of information are used to monitor the performance of individual candidates, cohorts of candidates, and cohorts of recent completers. This information leads directly to action steps to improve the program as well as follow up monitoring to gauge the impact of these improvement actions. The site visit also focuses on the quality and accuracy of data used by the program to assess its own performance, in particular whether observation score data collected and reported by program supervisors is an accurate reflection of observed candidate practice and shows developing skills across time through successive observations.

Core concepts of program performance management are: full engagement of all members of the organization in continuous improvement activities; regular use of multiple sources of quantitative and qualitative information by all members of the organization working together; prompt action steps taken as the result of careful performance monitoring; the use of data to assess the effectiveness of steps taken in response to identified needs for improvement; and a sustained cycle of monitoring, acting on results, and assessing the impact of improvement activities embedded into the culture of the program.

Essential questions being answered:

● How do program leadership and faculty use a wide variety of information to understand candidate and cohort performance and make improvements to the program? How often?
● What is the quality of data collected and used by the program and who uses it? How does the program monitor the quality of its data and seek to improve data quality where needed?
● Does the program have—and use—quality control “gates”, transition points, or checkpoints at the end of each program stage to decide whether a candidate is ready to move to the next stage? What data are used to make these decisions?
● Does the program have intervention plans for weaker candidates? For those candidates unable to meet performance improvement goals, is there a non-certification degree track for them?
● How does the program monitor and take steps to improve the quality of coursework and teaching?
● How does program leadership monitor connections between coursework and clinical experiences and ensure that faculty know how well their students can implement course content?
● How does program leadership take action as a result of information? Frequency? What steps are taken to monitor the results of steps taken to make improvements?
● How does the program ensure it meets Florida Statutes (1004.04(2)(d), 1004.85(3)(b)3, 1012.56(8)) whereby prior to program completion, each candidate must demonstrate positive impact on student learning growth and pass all relevant portions of the Florida Teacher Certification Examination (FTCE)?

**Likely sources of evidence for this review area:**

● Data over time (to include: teaching observations, evaluations, surveys, employment outcomes, impact of candidates and graduates on student learning)
● Observations of teacher candidates teaching and of program courses
● Courses taught through multiple sections or at multiple sites
● Observation of feedback provided to candidates
● Completed observation and evaluation instruments across multiple observations for whole cohorts of candidates
● Conversations with program faculty/staff, teacher candidates, and school staff (cooperating teachers, principals)
● Program handbooks, MOUs, and/or other program documents
● Program or individual candidate improvement plans, action plans, and results of the interventions
● Program outcomes such as employment, persistence, performance, feedback from graduates and employers, impact on student learning outcomes
<table>
<thead>
<tr>
<th>Indicator 4.1: Program Performance Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Data</strong></td>
</tr>
<tr>
<td>4 – Strong</td>
</tr>
<tr>
<td>Program collects and uses multiple sources of high--quality internally and externally validated data to monitor ongoing performance.</td>
</tr>
<tr>
<td>3 – Good</td>
</tr>
<tr>
<td>Program collects and uses multiple sources of information, most of which are high--quality data, to monitor ongoing performance.</td>
</tr>
<tr>
<td>2 – Needs Improvement</td>
</tr>
<tr>
<td>Program collects and uses few sources of high--quality information, relying on data of inconsistent quality to monitor ongoing performance</td>
</tr>
<tr>
<td>1 – Inadequate</td>
</tr>
<tr>
<td>Sources of information collected and used for program monitoring are not high--quality data.</td>
</tr>
<tr>
<td><strong>Internal quality control gates</strong> (or checkpoints) and intervention plans</td>
</tr>
<tr>
<td>4 – Strong</td>
</tr>
<tr>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates exceed high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
<tr>
<td>3 – Good</td>
</tr>
<tr>
<td>Program leadership monitors candidate performance through internal performance checkpoints and utilizes data including student learning growth and FTCE results to ensure that all candidates meet high standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
<tr>
<td>2 – Needs Improvement</td>
</tr>
<tr>
<td>Program leadership inconsistently monitors candidate performance and inconsistently utilizes data including student learning growth and FTCE results to ensure that candidates meet standards of performance before moving into the next phase of their teacher preparation (e.g., into student teaching, being recommended for licensure), and/or the program inconsistently uses formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
<tr>
<td>1 – Inadequate</td>
</tr>
<tr>
<td>The program does not monitor candidate performance through formal internal performance checkpoints and/or the expected standards are unclear and/or they do not address Florida Statute and include student learning growth. The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</td>
</tr>
<tr>
<td>Quality monitoring (data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)</td>
</tr>
<tr>
<td>Monitoring coursework quality and coursework--clinical connections</td>
</tr>
</tbody>
</table>
### Indicator 4.1: Program Performance Management (continued)

| Quality improvement planning\(^{16}\) | The program has a **formal system for improvement planning** informed by high-quality data, involving all relevant stakeholders in continuous improvement activities, and resulting in **action plans with measurable goals**. There is a **sustained cycle** of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program's quality improvement activities **usually make use of good quality data** and involve **many key stakeholders** to produce action plans with measurable goals. However, **there is no formal system** in place that supports a sustained cycle of monitoring, acting on results, and assessing the impact of improvement steps on program outcomes. | The program **inconsistently** makes use of improvement plans based on monitoring data to develop action steps that result in stronger outcomes for individual and groups of teacher candidates and completers. | Quality improvement plans are **not used to examine the effectiveness** of the program and secure further improvements in outcomes for individual and groups of teacher candidates and completers. |

\(^{16}\)Quality improvement planning involves all stakeholders, using results to take action for continuous improvement.
Appendix D

Florida Department of Education State Approved Program Standards – Summary

Unlike most degree programs and majors at institutions of higher education, the operations and content of teacher education programs are governed by both state of Florida statute and rule.

- Florida Statute 1004.04: Public Accountability and State Approval for Teacher Preparation Programs
- Florida Rule 6A-5.006: Approval of Teacher Preparation Programs
  - Includes Florida Site Visit Framework

For graduates from teacher education programs to be eligible for teaching licensure in the state of Florida, individual academic programs must be fully approved by the Florida Department of Education on a 5 (now 7) year cycle. Annual review of the operations of teacher education programs is also conducted via submission of various data points and procedural narratives.

Below are areas in which either state of Florida statute or rule outline requirements for teacher education programs.

1. Curricular Standards – Uniform Core Curriculum for Florida State Approved Educator Preparation Programs
   - State statute and rule outline a large variety of specific knowledge and skills that must be taught and assessed in all students enrolled in a teacher education programs:
     - Florida Educator Accomplished Practices (Statute)
     - Professional Education Competencies and Skills (Statute)
     - Subject Area Competencies and Skills (Statute)
     - Reading Endorsement Competencies (Statute)
     - Florida Teacher Standards for English to Speakers of Other Languages (ESOL) Endorsement (Statute)
     - Strategies for the following:
       - Instruction of students with disabilities
       - Differentiate instruction based on student needs
       - Practices to support evidence based content aligned to state standards and grading practices
       - Early identification of students in crisis and referral of student to mental health professional
       - Support the use of technology in education and distance learning
Demonstration of positive impact on K-12 student learning in field experience setting (Statute)

2. Candidate Admission Standards
   - 2.5 GPA (Statute)
   - FLDOE Admissions Preferences (Rule)
     - Top Third of Standardized Test
     - Demographic Representation of K-12 School Students

3. Candidate Assessment Standards
   - Three Florida Teacher Certification Exams (FTCE) are required to be taken and passed during coursework, prior to graduation from a FLDOE state approved teacher education program. Academic programs must ensure that students are adequately prepared to take and pass all three exams and are required to provide remediation if students are unable to pass any part of the given exams. (Statute)
   - Rigorous measurement and reporting of student learning outcomes related to the above curricular standards are required throughout all coursework (see Candidate and Completer Performance Management System)
     - For example, in Fall 2021 semester 2,802 student assignments and evaluations were collected, evaluated, and outcomes reported by teacher education faculty and staff

Due to standards outline in 4 and 5 below, the College of Education has formed an Office of Quality Assurance composed of one specialized faculty and two staff to oversee all data collection, analysis, and reporting. Due to faculty assignments of responsibility, which includes teaching, research, and service, the College invested in this office to help alleviate faculty burden and address retention concerns.

4. Program Review and Public Reporting Standards
   - APPR (Statute) –
     The Annual Program Performance Report (APPR) includes program completer data based on the following performance metrics:
     - Passage rates on Florida Teacher Certification Examinations
     - Program completers performance on student learning growth formula
     - Results of program completers annual teacher evaluations
Workplace contributions that includes placement of completers in instructional positions in Florida public and private schools

- Number of completers in critical teacher shortage certification areas

Shorter version:
The Florida Department of Education annually issues the Annual Program Performance Report (APPR) based on each program’s completer data on passage rates on the Florida Teacher Certification Examinations (FTCEs), performance on student learning growth formula, annual teacher evaluations, and placement of completer in instructional positions in Florida public and private schools.

- Annual Institutional Program Evaluation Plan (IPEP) (Statute 4(c))
  - Programs must annually report and document evidence of meeting program approval standards in the eIPEP system. This includes all individuals admitted, enrolled, and completing the program, as well as when program milestones are met. Additionally, the program must also provide documentation of requirements outlined in statute, including results of completer and satisfaction surveys, candidate performance on the uniform core curriculum, how the program addresses continuous program improvement, and how involvement of primary stakeholders.

5. Program Performance Management Standards

- Candidate and Completer Performance Management System
  - The Florida Department of Education’s Continued Approval Standards and the Florida Site Visit Framework require programs to have systems in place to collect and analyze data to monitor candidate and completer performance. Programs utilize this data to inform program changes and improvements.

The program monitors candidate performance on the UCC in coursework, early field experiences, and student teaching, as well as passing the required Florida Teacher Certification Examinations and demonstrating a positive impact on P-12 student learning prior to completion of the program. Program completer performance is evaluated based on the results of APPR data and annual completer and employer satisfaction surveys during Years...
The program also tracks and monitors completers employed in out of state public and private schools. These data are provided to the FLDOE to include in the APPR data.

- **2 Year Rule/Guarantee (Statute 4(d))**
  - Statute requires programs to “guarantee high quality of program completers” employed in Florida public schools two years following program completion or initial certification. Any completer who earns an evaluation rating of “Developing” or “Unsatisfactory” shall be provided additional training that includes an individualized plan with specific learning outcomes by the teacher preparation program if requested by the employing school or school district.

6. **Field Experiences and Internship Standards**
   a. **Field Experience Requirements (Statute)**
      i. Preservice field experience must fully prepare a candidate to manage a classroom by requiring the candidate to practice and demonstrate the uniform core curricula specific to the candidate’s area or areas of program concentration with a diverse population of students in a variety of challenging environments
   
   b. **Field Experiences with Diverse Population of Students (Statute)**
      i. Multiple Grade Level Population
      ii. Diverse Student Populations
      iii. Diverse School Performance
      iv. English Language Learners
      v. Literacy Rich Classroom Environments

   c. **Student Teaching Internship/Clinical Placement (Framework 3)**
      i. Full School Term/Semester (15 weeks)
      ii. Placement in High Performing and/or Improving School
      iii. Placement in a School with Diverse Student Population
      iv. Effective Mentor Teachers
      v. Training of Mentor Teachers and Faculty Supervisors
      vi. Rigorous Evaluation Schedule
         1. 5+ Observations & Feedback Sessions Conducted by Faculty
   
   d. **Cooperating/Mentor Teacher Requirements Hosting University Students**
i. Clinical Educator Training
ii. Florida Professional Florida Teacher Certificate
iii. At least 3 years of teaching experience in PK-12 grade
iv. Earned an effective of highly effective on the prior year’s teacher evaluation
v. Florida Reading Endorsement (for Elementary Education, Special Education, and English Education)
e. Framework 2.3 (Connections)
i. The Florida Site Visit Framework evaluates program coursework’s connection to immediate practice, such as observations of classroom teaching in school settings, completing assignments in the field with K-12 students based on concepts learned in coursework, and applying concepts learned in coursework while teaching in K-12 classrooms.

7. Faculty Qualification Standards
   • A variety of faculty requirements exist for specific courses and not all faculty have the required qualifications. These courses include:
     o Reading Course Requirements
     o ESOL Course Requirements
     o Impact on PK-12 Learning Course Requirements
     o Student Teaching Course Requirements
     o Faculty Coordination Needs
   • The most common requirements are:
     o Three years of successful PK-12 teaching,
     o Clinical Educator Training, and
     o Annual Relevant Experiences in PK-12 school.
   • Due to all the above, we only have the current faculty resources to teach each class one time per year, thus necessitating admissions one time per year.
## Appendix E

<table>
<thead>
<tr>
<th>School District</th>
<th>Closest Public University</th>
<th>National Ranking in Size</th>
<th>Fall 2018 Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami - Dade County Public Schools</td>
<td>Florida International University</td>
<td>4</td>
<td>350,434</td>
</tr>
<tr>
<td>Broward County Public Schools</td>
<td>Florida Atlantic University</td>
<td>6</td>
<td>270,978</td>
</tr>
<tr>
<td>Hillsborough County Public Schools</td>
<td>University of South Florida</td>
<td>7</td>
<td>220,252</td>
</tr>
<tr>
<td>Orange County Public Schools</td>
<td>University of Central Florida</td>
<td>9</td>
<td>208,203</td>
</tr>
<tr>
<td>Palm Beach County Public Schools</td>
<td>Florida Atlantic University</td>
<td>10</td>
<td>192,533</td>
</tr>
<tr>
<td>Duval County Public Schools</td>
<td>University of North Florida</td>
<td>20</td>
<td>130,229</td>
</tr>
<tr>
<td>Polk County Public Schools</td>
<td>University of South Florida</td>
<td>27</td>
<td>101,408</td>
</tr>
<tr>
<td>Pinellas County Public Schools</td>
<td>University of South Florida - St. Petersburg</td>
<td>28</td>
<td>100,948</td>
</tr>
<tr>
<td>Lee County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>32</td>
<td>94,410</td>
</tr>
<tr>
<td>Pasco County Public Schools</td>
<td>University of South Florida</td>
<td>48</td>
<td>75,048</td>
</tr>
<tr>
<td>Brevard County Public Schools</td>
<td>University of Central Florida</td>
<td>50</td>
<td>73,734</td>
</tr>
<tr>
<td>Osceola County Public Schools</td>
<td>University of Central Florida</td>
<td>55</td>
<td>68,554</td>
</tr>
<tr>
<td>Seminole County Public Schools</td>
<td>University of Central Florida</td>
<td>56</td>
<td>68,269</td>
</tr>
<tr>
<td>Volusia County Public Schools</td>
<td>University of Central Florida</td>
<td>62</td>
<td>63,223</td>
</tr>
<tr>
<td>Manatee County Public Schools</td>
<td>University of South Florida</td>
<td>95</td>
<td>49,301</td>
</tr>
<tr>
<td>Collier County Public Schools</td>
<td>Florida Gulf Coast University</td>
<td>102</td>
<td>47,436</td>
</tr>
<tr>
<td>Lake County Public Schools</td>
<td>University of Central Florida</td>
<td>115</td>
<td>43,941</td>
</tr>
<tr>
<td>Sarasota County Public Schools</td>
<td>University of South Florida</td>
<td>119</td>
<td>43,111</td>
</tr>
<tr>
<td>Marion County Public Schools</td>
<td>University of Florida</td>
<td>120</td>
<td>42,913</td>
</tr>
<tr>
<td><strong>Leon County Public Schools</strong></td>
<td><strong>Florida State University</strong></td>
<td>-</td>
<td><strong>33,978</strong></td>
</tr>
<tr>
<td>Wakulla County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,059</td>
</tr>
<tr>
<td>Gadsden County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>5,237</td>
</tr>
<tr>
<td>Jefferson County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>769</td>
</tr>
<tr>
<td>Liberty County Public Schools</td>
<td>Florida State University</td>
<td>-</td>
<td>1,318</td>
</tr>
</tbody>
</table>