

District Alternative Certification Program Continued Approval Technical Assistance Paper

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1012.56(8), Florida Statutes.

1.1 Current mandated state requirements are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. Florida Educator Accomplished Practices at the Preprofessional level described in 6A-5.065 are delivered and assessed throughout the program in a K-12 setting.</p> <p>NOTE: A crosswalk of the FEAPs and the Professional Education Test Competencies and Skills (PEC) to which they are related is provided and used so that when each FEAP is assessed as described in this document, the corresponding Professional Education Test Competencies are considered assessed, as well.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> ❑ The district documents that the intent of each Florida Educator Accomplished Practice (FEAP) and its associated Professional Education Competencies and Skills (PEC) are fully addressed through at least two defined candidate performance measures with identified assessments. ❑ Assessments allow for candidates to demonstrate increasing levels of proficiency: <ol style="list-style-type: none"> 1. Documented evidence that each candidate has demonstrated progress on the FEAP/PEC. 2. Documented evidence that each candidate has mastered the FEAPs at the Preprofessional level (and PEC) at program completion is provided. 3. A description and/or actual assessments that will evaluate performance measures are provided. 	<p><u>District Program Evaluation Plan (DPEP) Reporting and Summary Report:</u></p> <p>A matrix is provided that shows where the Florida Educator Accomplished Practices are delivered and assessed throughout the program. The matrix must include a full description of each Assessment Task and the associated Training Activity in which the FEAP/PEC is delivered. The description of the activity itself must include the following components:</p> <ul style="list-style-type: none"> ▪ Title of Assessment Task ▪ Title of Training Activity or Workshop where FEAP indicator/PEC is delivered ▪ Specific FEAP indicator/PEC that is being assessed ▪ Description of Training Activity that addresses specific FEAP indicator/PEC ▪ Description of Assessment Task, including instrument used, i.e. rubric, observation form, etc.) ▪ Assessment criteria or rubric should be provided. The rubric is used by the program to evaluate candidate progress. <p>A narrative should also accompany the matrix that provides an overview of where assessments are delivered throughout the program.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Training/workshop descriptions that clearly articulate the link between the Training and the associated FEAP indicator(s)/PEC. ▪ Assessment Tasks/artifacts with descriptions of the indicators to be assessed. ▪ Assessment Tasks/Activities with descriptions of indicators and tasks used to assess indicators.

	<p>4. A clear alignment is shown between the performance measure and the assessment/critical task, and assessment criteria.</p>	<ul style="list-style-type: none"> ▪ Matrices that show where two points are assessed. ▪ Rubrics that have criteria that are clearly linked to the indicator.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

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1.1 Current mandated state requirements are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>b. Confirmation that completion of FOR-PD or other Reading Competency 2 district-approved course is consistently required .</p> <p>NOTE: All Reading Competency 2 coursework must be pre-approved by the Just Read, Florida! office as a component of the district's state-approved District Add-On Reading Endorsement Program.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirmation that Reading Competency 2, which may include FOR-PD, is consistently required 	<p><u>DPEP Reporting and Summary Report</u></p> <p>Confirmation that FOR-PD or other Reading Competency 2 coursework approved by the district is consistently required</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ List of Reading Competency 2 coursework that is acceptable for use in the district's state-approved district add-on reading endorsement program
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

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1.1 Current mandated state requirements are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>c. Professional education competencies and skills are delivered and assessed in training modules or workshops and by achievement of a passing score on the Professional Education Test of the Florida Teacher Certification Examination.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district documents that the Professional Education Test Competency and Skills (PEC) are fully addressed in its training program/workshops and that a passing score on the Professional Education portion of the Florida Teacher Certification Examination is one of the requirements for completing the program. <input type="checkbox"/> The district documents that it monitors candidates passing the Professional Education portion of the Florida Teacher Certification Examination. 	<p><u>DPEP Reporting and Summary Report:</u> See 1.1 a</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Annual data that documents program completers passing rates on the Professional Education Test of the Florida Teacher Certification Examination.

<p><u>FINDINGS:</u></p>	<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>
<p><u>Description of Scoring Scale</u></p> <p>1 = Unacceptable Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.</p> <p>2 = Needs Improvement Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.</p> <p>3= Acceptable Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.</p>	<p><u>Overall Score of Indicator 1.1:</u> Current mandated state requirements are consistently implemented.</p> <p><u>SCORE:</u></p>

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1012.56(8), Florida Statutes.

1.2 The additional instructional practices prescribed in Subsection 1012.56(8), Florida Statutes are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. A minimum period of initial preparation prior to assuming duties as the teacher of record.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program includes Survival Training/Initial Preparation Training which is required for all candidates prior to assuming duties as the teacher of record and admission to the program. 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided that describes the district’s Initial Preparation Training/Survival Training that is offered to teachers prior to assuming duties, including its components and length of training.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Data that documents teachers’ participation and completion of the district’s Initial Preparation Training.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

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1.2 The additional instructional practices prescribed in Subsection 1012.56(8), Florida Statutes are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>b. Each candidate participating in the district alternative certification program is assigned a peer mentor.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A peer mentor has been assigned to each candidate participating in the district alternative certification program. 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided that describes how candidates are initially assigned a peer mentor during participation in the district alternative certification program and records are kept of candidate and peer mentor contacts/meetings.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Candidates' record of contact with peer mentors throughout participation in the district alternative certification program.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

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The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1012.56(8), Florida Statutes.

1.2 The additional instructional practices prescribed in Subsection 1012.56(8), Florida Statutes are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>c. An initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan is in place.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An individualized professional development plan based on the candidate's previous experience and/or competency demonstration is in place for each candidate upon admission to the program. 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided that describes how candidates are initially evaluated on their competencies and how the initial individualized professional development plans are created as a result.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Candidates' pre-assessment of competencies ▪ Candidates' individualized professional development plans
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1012.56(8), Florida Statutes.

1.2 The additional instructional practices prescribed in Subsection 1012.56(8), Florida Statutes are consistently implemented.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>d. Professional education preparation content knowledge (training) is provided to each candidate that includes, but is not limited to:</p> <ul style="list-style-type: none"> ▪ Methodologies, including technology-based methodologies, for teaching subject content that supports the Sunshine State Standards for students; ▪ Techniques for effective classroom management; ▪ Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students; ▪ Methodologies for assuring the ability of all students to read, write, and compute. 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Activities are included in the Training Program that address: <ul style="list-style-type: none"> ▪ Methodologies, including technology-based methodologies, for teaching subject content that supports the Sunshine State Standards for students; ▪ Techniques for effective classroom management; ▪ Techniques for strategies for operationalizing the role of the teacher in assuring a safe learning environment for students; ▪ Methodologies for assuring the ability of all students to read, write, and compute 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided that describes the professional education preparation content (training) and includes the required additional components as listed:</p> <ul style="list-style-type: none"> ▪ Methodologies, including technology-based methodologies, for teaching subject content that supports the Sunshine State Standards for students; ▪ Techniques for effective classroom management; ▪ Techniques and strategies for operationalizing the role of the teacher in assuring a safe learning environment for students; ▪ Methodologies for assuring the ability of all students to read, write, and compute. <p><u>Supporting Data:</u></p> <p>Training/workshop descriptions are reviewed to ensure inclusion of required elements.</p>

<u>FINDINGS:</u>	<u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____
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<p><u>Description of Scoring Scale</u></p> <p>1 = Unacceptable Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.</p> <p>2 = Needs Improvement Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.</p> <p>3= Acceptable Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.</p>	<p><u>Overall Score of Indicator 1.2:</u> The additional instructional practices prescribed in subsection 1012.56(8), Florida Statutes, are consistently implemented.</p> <p><u>SCORE:</u></p>
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Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected for continued approval.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. Candidate evidence of attainment of the Florida Educator Accomplished Practices (FEAP) and Professional Education Test Competencies and Skills (PEC) are assessed.</p>	<p>The following criteria must be included to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A formal process is in place to assess candidate evidence of attainment of the FEAP/PEC. <input type="checkbox"/> A formal process is in place to collect data at the program level on the FEAP/PEC. <input type="checkbox"/> A formal process for providing documented mentoring and coaching feedback that allows each candidate to progress from level to level in the program is articulated. 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided that describes the assessment system that is used for collecting data both at the candidate and program levels throughout the program in order to meet program completion requirements. Evidence is provided that feedback is given to the candidates as they progress through the program.</p> <p>A flowchart that illustrates the process of how data are collected on the FEAP/PEC, including staff, data sources and flow of data, is included.</p> <p><u>Summary Report:</u></p> <p>A narrative is provided that describes the system for collecting data both at the candidate and program levels for program completion. Evidence must be provided that feedback is given to the candidates as they progress through the program. Data collected on candidate performance on the FEAP/PEC are provided for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Data reports both at the individual and program level ▪ Candidate's Portfolio, including work samples with feedback

FINDINGS:

RATING:

Acceptable: _____

Needs Improvement: _____

Unacceptable: _____

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected for continued approval.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>b. Candidate evidence of attainment of completing the requirements for Reading Competency 2 is collected for continued approval.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A formal process is in place to collect data at the individual and program level on mastery of Reading Competency 2 required for the program. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how data are collected on candidate performance both at the individual and program levels on Reading Competency 2.</p> <p><u>Summary Report:</u> A narrative is provided that describes how data are collected on candidate performance both at the individual and program levels on Reading Competency 2. Data collected on candidate performance both at the individual and program levels for continued approval are included.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Documentation of candidate's successful completion of Reading Competency 2 requirements is provided.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected for continued approval.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>c. Pass rates on the Professional Education Test of the Florida Teacher Certification Examinations are collected for continued approval.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A system is in place to collect data on candidate performance on the Professional Education Test of the Florida Teacher Certification Examination. <input type="checkbox"/> Pass rates on the Professional Education Test are collected for continued approval. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how data are collected on candidate performance both at the individual and program levels on the Professional Education Test of the FTCE.</p> <p><u>Summary Report:</u> A narrative is provided that describes how data are collected on candidate performance both at the individual and program levels on the Professional Education Test of the FTCE. Pass rates for the Professional Education Test of the FTCE for completers are also included for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Individual and program pass rates on the Professional Education Test of the FTCE are reviewed.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

2.1 Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected for continued approval.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>d. Evidence of candidates' holding a valid Florida Temporary Certificate is collected and maintained throughout the continued approval process.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A system is in place to collect and maintain data on candidates' holding a valid temporary certificate throughout the program. 	<p><u>DPEP Reporting and Summary Report:</u> A narrative is provided that describes how data are collected and maintained on candidates' holding a valid Florida Temporary Certificate throughout participation in the program.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Candidates' temporary certificates.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.

Overall Score of Indicator 2.1:

Candidate evidence of demonstration of state-mandated requirements is assessed and data are collected for continued approval.

SCORE:

Standard 2. Candidate Performance

The approved program implements processes to ensure continuous program improvement.

2.2 Program completers demonstrate impact on P-12 student learning based on student achievement data.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. Program completers demonstrate impact on P-12 student learning based on student achievement data.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The results of program completers' demonstrated impact on P-12 student learning based on student achievement data. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how the data are collected for determining program completers' impact on P-12 student learning during the first year of teaching following program completion.</p> <p><u>Summary Report:</u> A narrative is provided that describes the data collected and the results of that data for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Results of impact on P-12 learning in first year of teaching following program completion.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Description of Scoring Scale

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2 = Needs Improvement

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3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.

Overall Score of Indicator 2.2:

Program completers demonstrate impact on P-12 student learning based on student achievement data in first year of teaching following program completion.

SCORE:

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.1 Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching following program completion, including longitudinal retention and rehire rates for program completers after the first year of teaching.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. A narrative discusses the results of the data collected on employer satisfaction as it impacts continuous program improvement. The following must be provided:</p> <ol style="list-style-type: none"> 1. Copy of the employer satisfaction survey given to employers one year after candidates complete the program, if district chooses to use its own. 2. Summary of data from employer satisfaction surveys and how data impact continuous program improvement. 3. Percentage of completers employed in Florida public schools the first year following program completion. 4. Longitudinal retention rates for 5 years. 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A system is in place to collect data on satisfaction of employers with the level of preparedness of completers. <input type="checkbox"/> A copy of the employer satisfaction survey is included, if the district chooses to use its own. <input type="checkbox"/> A system is in place to collect data on retention and rehire rates for program completers after the first year of teaching after program completion. <input type="checkbox"/> Percentages of completers employed in Florida public schools the first year following program completion are included for continued approval. <input type="checkbox"/> Longitudinal retention rates for completers are collected for continued approval. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how data are collected on employer satisfaction, longitudinal retention rates, and rehire rates for program completers.</p> <p><u>Summary Report:</u> A narrative is provided that describes how data are collected on employer satisfaction, longitudinal retention rates, and rehire rates for program completers. The percentage of completers employed in Florida schools is included. Rehire rates and length of stay data are also included for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Results of employer satisfaction survey data. ▪ Results of rehire data. ▪ Length of stay in classroom data. ▪ Copy of the employer satisfaction survey, if appropriate.

<p><u>FINDINGS:</u></p>	<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>
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Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.2 Program completers indicate satisfaction with the level of preparedness for the first year of teaching after completion of the program.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>A. A narrative discusses the results of the data collected on completer satisfaction as it impacts continuous program improvement.</p> <ol style="list-style-type: none"> 1. Copy of survey given to program completers one year after completion of program, if DOE's survey is not used. 2. Summary of data from survey results. 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Results of completer satisfaction survey data, if applicable, for continued approval. <input type="checkbox"/> Copy of the completer satisfaction survey or other data instruments, if applicable. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how data are collected on the annual completer survey, including a summary of completer satisfaction data.</p> <p><u>Summary Report:</u> A narrative is provided that describes the data collected for the continued approval period and the results of that data.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Results of completer satisfaction survey data. ▪ Copy of the completer satisfaction survey along with any changes in surveys documented and explained, if applicable.
<p><u>FINDINGS:</u></p>	<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>	

<p><u>Description of Scoring Scale</u></p> <p>1 = Unacceptable</p> <p>Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.</p> <p>2 = Needs Improvement</p> <p>Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.</p> <p>3= Acceptable</p> <p>Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.</p>	<p><u>Overall Score of Indicator 3.2</u></p> <p>Program completers indicate satisfaction with the level of preparedness for the first year of teaching after completion of the program.</p> <p><u>SCORE:</u></p>
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Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.3 Number of candidates admitted and completed are collected and reviewed on an annual basis.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. Number of candidates admitted to the program and who completed the program are collected and reviewed on an annual basis.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A system is in place to collect data on the number of candidates admitted and who completed the program on an annual basis. 	<p><u>DPEP Reporting:</u> A narrative is provided that describes how data are collected on the number of candidates who are admitted and complete the program.</p> <p><u>Summary Report:</u> A narrative is provided that describes how data are collected on the number of candidates admitted and who completed the program on an annual basis.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Admitted and completed data from the Florida Department of Education's Data Collection Tool throughout the continued approval period
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.

Overall Score of Indicator 3.3

Number of candidates admitted and completed are collected and reviewed on an annual basis.

SCORE:

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.4 Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching following completion of the program.

REQUIRED ELEMENTS	CRITERIA	DOCUMENTATION
<p>a. Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching following completion of the program.</p>	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The results of impact on P-12 learning during the first year of teaching following completion of the program. <input type="checkbox"/> The description of how the district has determined to evaluate impact on P-12 learning based on district/school/state assessments. 	<p><u>DPEP Reporting :</u> A narrative is provided that describes how student achievement data are collected for determining impact on P-12 student learning during the first year of teaching following completion of the program. Please note: Districts may determine how impact on P-12 learning based on student achievement data will be evaluated. Description should include the school/district/state assessments used.</p> <p><u>Summary Report:</u> A narrative is provided that describes the data collected and the results of that data for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Results of impact on P-12 learning in first year of teaching after program completion.
<p><u>FINDINGS:</u></p>		<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.

Overall Score of Indicator 3.4:

Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching following completion of the program.

SCORE:

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.5 Continuous improvement is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on the Professional Education Test required for teacher certification.

REQUIRED ELEMENTS	CRITERIA	REQUIRED DOCUMENTATION
<p>a. A narrative discusses the results of the annual evaluation process (e.g. DPEP, district and/or programmatic reports and evaluations) including strengths and weaknesses and how changes have been discussed and implemented. The following elements must be included:</p> <ol style="list-style-type: none"> 1. Composition (positions of the members e.g., program coordinator, professional development director) of the team involved in the data analysis and recommendations for programmatic change. 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> ☐ A description of the team members involved in data analysis and decision-making process at the program level. 	<p><u>DPEP Reporting and Summary Report:</u></p> <p>A narrative is provided describing the team members involved in data analysis and decision-making process at the program level and recommendations for programmatic change.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Minutes from meetings ▪ Programmatic changes made and results of those changes.

<p>2. Summary of data analysis from Standards 2 and 3.1-3.4 and a description of how it is used for program improvement. The following must be included:</p> <ul style="list-style-type: none"> a. Admission and completion data b. Candidate performance data on state mandated requirements, including Florida Educator Accomplished Practices, Competencies and Skills for Professional Education Test (most recent edition), Reading Competency 2 and successful strategies for improving reading for low-performing readers. c. Pass rates on the Professional Education Test of the Florida Teacher Certification Examination. d. Impact on P-12 student learning e. Employer satisfaction, including rehire rates and longitudinal retention rates in the classroom f. Program Completer satisfaction results 	<p>The following criteria must be met to receive a rating of Acceptable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A description of how elements a-f will be used in decision-making process. <input type="checkbox"/> Description of how data analysis was used to inform programmatic decisions for continued approval. 	<p><u>DPEP Reporting:</u></p> <p>A narrative is provided describing how decisions are made based on the analysis of the data collected on the criteria in Standards 1, 2, and 3. In addition, a description of improvements that will be made based on the results of internal evaluations will be included.</p> <p><u>Summary Report:</u></p> <p>A narrative is provided describing how decisions are made based on the analysis of the data collected on the criteria in Standards 1, 2, and 3. A narrative is provided that describes the summary of data analysis and how it was used to inform programmatic decision for continued approval.</p> <p><u>Supporting Data:</u></p> <ul style="list-style-type: none"> ▪ Data analysis of admission and completion data. ▪ Data analysis of candidate performance data on state-mandated requirements: <ul style="list-style-type: none"> 1. FEAPs 2. Reading Competency 2 ▪ Pass rate data on the Professional Education Test of FTCE for continued approval period. ▪ Data analysis on impact on P-12 student learning for continued approval. <ul style="list-style-type: none"> 1. Reports of data on impact of P-12 learning during first year of teaching after program completion. 2. Reports of data on impact of P-12 learning during subsequent years after first year of teaching after program completion. ▪ Data analysis of employer satisfaction, rehire rates for continued approval. <ul style="list-style-type: none"> 1. Results of employer satisfaction survey data. 2. Results of rehire data. 3. Length of stay in classroom data. ▪ Data analysis of completer satisfaction for continued approval. <ul style="list-style-type: none"> 1. Results of completer satisfaction survey data.
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<p><u>FINDINGS:</u></p>	<p><u>RATING:</u> Acceptable: _____ Needs Improvement: _____ Unacceptable: _____</p>
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<p><u>Description of Scoring Scale</u></p> <p>1 = Unacceptable Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.</p> <p>2 = Needs Improvement Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.</p> <p>3= Acceptable Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.</p>	<p><u>Overall Score of 3.5</u> Continuous improvement is the result of routine analysis of data collected on Standards 2 and 3 and pass rates on the Professional Education Test required for teacher certification.</p> <p><u>SCORE:</u></p>
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Overall Scoring Summary

Enter numerical data from each shaded "overall score" rows above:

	Indicator 1.1	Indicator 1.2			
Standard 1					
Standard 2	Indicator 2.1	Indicator 2.2			
Standard 3	Indicator 3.1	Indicator 3.2	Indicator 3.3	Indicator 3.4	Indicator 3.5

To earn **Acceptable** (Full Approval):

- No score of 1;
- no more than 1 score of 2 in 1.1, 2.1, and 3.5;
- and no more than two scores of 2 across all three standards.

To earn **Needs Improvement** (Conditional Approval):

- No score of 1;
- no more than two scores of 2 in 1.1, 2.1, and 3.5;
- and no more than three scores of 2 across all three standards.

To earn **Unacceptable** (Denied)

- Score of 1 in any area;
- or more than two score of 2 in 1.1, 2.1, and 3.5;
- or more than three scores of 2 across all three standards

Description of Scoring Scale

1 = Unacceptable

Evidence presented is unclear and/or inappropriate. Narratives do not address all necessary elements. The evidence provided is vague and are unable to be confirmed through interviews or other documentation.

2 = Needs Improvement

Evidence presented is somewhat unclear and/or inappropriate. Narratives address most but not all necessary elements. Portions of the evidence provided are vague and are unable to be confirmed through interviews or other documentation. Documentation is incomplete, however essential elements are included.

3= Acceptable

Evidence presented is clear and appropriate. Narratives address all necessary elements. There is clear evidence through documentation and interviews that criteria are met. Documentation is complete.

Summary of Weaknesses

Standard 1. Core Curriculum Content

The curriculum content delivered in each approved program includes those requirements found in State Board Rule 6A-5.066 and Section 1012.56(8), Florida Statutes.

Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

General Comments