

FLORIDA DEPARTMENT OF EDUCATION INITIAL PROGRAM APPROVAL STANDARDS FOR PROFESSIONAL DEVELOPMENT CERTIFICATION PROGRAMS (PDCP) (FORM PDCP IAS-2015)#

Instructions:

A Florida public school district seeking initial approval of its professional development certification and education competency program (PDCP), authorized in section 1012.56(8), Florida Statutes, shall submit an electronic folio that contains a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program. The Florida Department of Education Initial Program Approval Standards for Professional Development Certification Program (PDCP) (Form PDCP IAS-2015) contains the specifications for what must be included in an initial electronic folio. Electronic folio submissions may be submitted to the department by the quarterly deadlines of each year, January 15, April 15, July 15 and October 15. School districts shall submit the folios by email to EdPrepFolio@fldoe.org or mail an electronic storage device containing the folio to: Florida Department of Education

Office of Educator Preparation
325 West Gaines Street, Room 124
Tallahassee, FL 32399-0400

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A program folio shall contain the following:

Standard 1. Program Candidate and Completer Quality

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

Indicator 1.1: Each program consistently applies requirements prescribed in s. 1012.56(8), F.S. for admission.

The following criteria must be met to receive a rating of Acceptable.

The program describes:

1. Admission requirements, processes, methods and procedures used by the school district to determine eligibility for participation in the program.
2. The plan for annually collecting, monitoring and reporting data on candidates who were admitted, enrolled and completed the program.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in his or her field.

The following criteria must be met to receive a rating of Acceptable:

The program shall describe:

1. Plan for how it will provide an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.
2. Plan for how and what it will provide for the minimum period of initial preparation prior to assuming duties as the teacher-of-record as specified in s. 1012.56(8)(a)1.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of the Uniform Core Curricula (UCC), while providing instruction to prekindergarten through grade 12 (p-12) students as the 'teacher-of-record,' to include:
 - Florida Educator Accomplished Practices (FEAPs)
 - State adopted content standards (Florida Standards)
 - Scientifically-researched reading instruction
 - Content literacy and mathematical practices
 - Strategies appropriate for instruction of English language learners

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- Strategies appropriate for instruction of students with disabilities
 - School safety
4. Matrix that describes the critical task, assignments and assessments during coursework or training for the competencies and skills associated with each component of the UCC, including:
 - Title for each course or module in which the UCC is taught and assessed
 - Performance measure or indicator that is being assessed
 - Title and description of critical task or assessment activity
 - Assessment instrument or method used to determine proficiency, including the specific criteria program candidates must meet.
 5. Plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the UCC.
 6. Final summative evaluation used to determine each program completer has demonstrated the required knowledge, skills, and professional behaviors in a p-12 classroom setting using the school district's state-approved performance evaluation system.
 7. Plan for analyzing candidate performance data at the individual and program level to ensure candidate's mastery of the UCC.
 8. Plan for collecting and monitoring the Florida Teacher Certification Examination (FTCE) results to ensure each candidate possesses the competencies and skills relevant for professional practices and work characteristics in his or her certification subject area.
 9. Plan for providing remediation and feedback to candidates who are unsuccessful in passing all subtests of the FTCE.

Indicator 1.3: Program candidates and completers must demonstrate positive impact on p-12 student learning growth in the candidate's and completer's area(s) of certification as measured by student performance data.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes:
 - Evaluation method(s) that will be utilized by a program candidate to demonstrate positive impact on p-12 student learning growth.
 - How data results will be collected, evaluated and analyzed on program candidate impact on p-12 student learning growth during field experiences.
2. The program describes:
 - P-12 student learning growth data that will be gathered for each program completer within the first year of teaching after program completion.
 - How data results will be collected, evaluated and analyzed on program completer impact on p-12 student learning.

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Standard 2. Field and Clinical Practices

The program ensures high-quality field and clinical experiences with high-quality feedback and support for each program candidate.

Indicator 2.1: Experienced peer mentors meet the requirements for mentoring prescribed in s. 1012.56(8)(a)3, F.S..

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process for ensuring, collecting and monitoring data on the qualifications of peer mentors assigned to each program candidate.

Indicator 2.2: Peer mentors provide documented high-quality feedback and support in the development of candidate skills.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes the process or plan for:
 - How candidates receive feedback on their progress, including strategies for improvement.
 - How remediation will be determined, administered, and monitored on program candidates who are not proficiently progressing.
 - Documenting the mentoring, coaching and remediation feedback that supports program candidate's progression throughout the program and mastery of the UCC.

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Standard 3. Program Effectiveness

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

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

The following criteria must be met to receive a rating of Acceptable:

1. The program describes its process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 - Impact of p-12 student learning for all program completers employed in Florida public schools (Standard 1.3).
 - Program completers' performance as evidenced by the Annual Program Performance Report Card (Standard 1.3).
 - Impact of p-12 student learning for all program candidates during field experiences (Standard 1.3).
 - Program candidates' culminating performance evaluations in demonstration of mastery of the UCC (Standard 1.2).
 - Program candidates' FTCE subtest results at the competency level (Standard 1.2).
 - Other data results under consideration by the program.
2. The program describes how it will analyze the aggregated data and determine areas of need or weaknesses for consideration for program improvement.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity.

The following criteria must be met to receive a rating of Acceptable:

The program describes:

1. How it will use aggregated data analyses of program candidate and program completer performance and impact to identify and drive decisions for programmatic enhancements and improvement.
2. Stakeholders (roles and responsibilities) who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student including how their input will be used.

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SCORING GUIDE

Each indicator shall receive a rating of Acceptable or Unacceptable based on the narrative description and documentation in the folio. The indicator ratings are as follows:

Acceptable = A

The evidence presented in the folio is clearly described and in alignment with the indicator. The narrative is well-articulated, realistic, and contains all required elements. Documentation is complete.

Unacceptable = U

The evidence presented in the folio is incomplete, not clearly described or is not in alignment with the indicator. The narrative or supporting documents do not address or satisfy the described elements.

| OVERALL RATING SUMMARY FOR INDICATORS | | | |
|--|---------------|---------------|---------------|
| STANDARD 1 | INDICATOR 1.1 | INDICATOR 1.2 | INDICATOR 1.3 |
| | | | |
| STANDARD 2 | INDICATOR 2.1 | INDICATOR 2.2 | |
| | | | |
| STANDARD 3 | INDICATOR 3.1 | INDICATOR 3.2 | |
| | | | |

Enter an **A** or **U** for each indicator based on the rating scale above.

SUMMATIVE RATING

The results of the ratings for all indicators within each standard will determine the summative rating:

Full Approval– Program has earned “acceptable” for all indicators.

Denied – Program has earned “unacceptable” on one or more indicators.