

FLORIDA DEPARTMENT OF EDUCATION
 Education Preparation Program Approval
 Feedback to Institutions on 2009-2010 IPEP

Institution:

Programs:

STANDARD 1. Core Curriculum Content		
Standard 1.1A		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A FEAPs/PECs matrix is provided for each program	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Each FEAP/PEC is assessed at least twice, once in coursework and once in field experience.	
Standard 1.1B		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A SACs matrix, course descriptions, course sequence, or description of how SACs are met is provided for each program.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A curriculum map/chart/matrix is provided that indicates where each competency and skill is addressed.	
Standard 1.1C		
<input type="checkbox"/> Yes <input type="checkbox"/> No	An ESOL/ELL matrix is provided for all primary literacy programs.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A course syllabus from the ESOL survey course is provided for all non primary literacy programs.	
Standard 1.1D		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A narrative is provided that indicates where NGSSS are addressed in each program.	
Standard 1.1E		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A Reading matrix addressing the appropriate competencies is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A narrative is provided that indicates where Reading competency assessments occur in coursework and field/clinical experiences.	
Standard 1.1F		

<input type="checkbox"/> Yes <input type="checkbox"/> No	A Uniform Core Curriculum matrix showing where the appropriate competencies are addressed.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	For programs that require higher level mathematics concepts instruction for P-12 students is addressed, a course syllabus is provided.	
Standard 1.2A		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how field placements and sites are selected is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of tasks associated with each field experience is provided.	
Standard 1.2B		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how field placements and sites are selected to fulfill the ESOL practicum experience is provided.	
Standard 1.2.C		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how field placements and sites are selected to fulfill the Reading practicum experience is provided.	
Standard 1.2D		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how field placements and sites are selected to fulfill the appropriate practicum experience is provided.	
Standard 1.3A		
<input type="checkbox"/> Yes <input type="checkbox"/> No	All faculty who supervise field/clinical experiences meet state requirements for supervision.	
Standard 1.3B		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of the faculty requirements for faculty who instruct ESOL specific and ESOL infused courses is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of a faculty development plan for ESOL support and professional development is provided.	
Standard 1.4		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how requirements for school district personnel involved in supervision are documented and monitored or documentation from the district that candidates are placed with personnel who meet state requirements is provided.	

Standard 1 Comments:

STANDARD 2. Candidate Performance		
Standard 2.1		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how state-mandated admissions requirements are tracked is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of the assistance/remediation provided to candidates admitted under the 10% waiver is provided.	
Standard 2.2		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how candidates progress through state-approved programs is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of the assessment point prior to student teaching/final internship and the assessment point at program completion is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Candidate performance data on the FEAPs/PECs aggregated to the program level is provided for each program.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Candidate performance data on the SACs aggregated to the program level is provided for each program.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Candidate performance data on the ESOL Performance Standards aggregated to the program level is provided for each program.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Candidate performance data on the Reading Competencies aggregated to the program level is provided for each program.	
Standard 2.3		

<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how candidate impact on P-12 student learning data are collected during field/clinical experiences and analyzed is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Results of candidate impact on P-12 student learning data, aggregated to the program level, are provided.	
Standard 2.4		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of the plan in place to support or remediate program completers if support or remediation is requested is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Documentation is provided of any support or remediation that was provided, including the results of the support/remediation.	
Standard 2 Comments:		

STANDARD 3. Continuous Improvement		
Standard 3.1		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of the needs of the state and/or district each program addresses is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Documentation of the needs of the state and/or district being addressed is provided (i.e. growing enrollments, test scores, need for special programs, high need areas, teacher shortages).	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A certification ombudsperson is identified.	
Standard 3.2		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how employer satisfaction data are collected is provided.	

<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of the results of the employer satisfaction data is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	If the institution utilizes its own employer satisfaction survey, a copy of the survey is provided.	
Standard 3.3		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how completer satisfaction data are collected is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of the results of the completer satisfaction data is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	If the institution utilizes its own completer satisfaction survey, a copy of the survey is provided.	
Standard 3.4		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description is provided of how completer impact on P-12 student learning data, especially for non-FCAT assessed areas, are collected and analyzed.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of the completer impact on P-12 student learning data aggregated to the program level is provided.	
Standard 3.5A		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of team members involved in data analysis and decision making is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of stakeholder involvement and how it contributes to the decision-making process is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A description of how faculty recency of experience data are collected and used as part of the decision-making process is provided.	
Standard 3.5B		
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of data analysis on admission, enrollment and completion data and how the data were used to inform programmatic decisions is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of data analysis on candidate performance on FEAPs/PECs, SACs, ESOL Performance Standards, and Reading Competencies and how the data were used to inform programmatic decisions is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of data analysis on candidate and completer impact on P-12 student learning data and how the data were used to inform programmatic decisions is provided.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary is provided of data analysis on employer satisfaction data, including percentage of completers	

	employed in Florida public schools the first year following program completion, and their length of stay in the classroom and how the data were used to inform programmatic decisions.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	A summary of data analysis on completer satisfaction data and how the data were used to inform programmatic decisions is provided.	
Standard 3 Comments:		

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