# Standard 1. Quality of Selection The program admits high-quality teacher candidates who meet state mandated admission requirements and show potential for the teaching

orofession.			
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Development	Professional Education
Program	(EPI)	Certification Program (PDCP)	Competency (PEC) Program
1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1004.04(3)(b), Florida Statutes, prior to admission, ensuring candidates have a Grade Point Average of at least a 2.5 on a 4.0 scale.	1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1004.85(3)(b), Florida Statutes, prior to admission, ensuring candidates have obtained a statement of status of eligibility that indicates his or her eligibility for the certification subject area.	1.1 Admission Requirements: The program will admit candidates that have met the state-mandated requirements outlined in s. 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-issued temporary teaching certificate; and are employed in an instructional position within the school district, charter school or charter management organization.	1.1 Admission Requirements: The program will admit candidates who have a state-issued temporary teaching certificate, and are employed in an instructional position within a school district, or private school or state-supported public school with a state-approved PEC program.
1.2 Data Collection and	1.2 Data Collection and	1.2 Data Collection and	1.2 Data Collection and
Reporting: The program will	Reporting: The program will	Reporting: The program will	Reporting: The program will
annually collect, monitor and	annually collect, monitor and	annually collect, monitor and	annually collect, monitor and
report data on candidates who	report data on candidates who	report data on candidates who	report data on candidates who
were admitted, enrolled and	were admitted, enrolled and	were admitted, enrolled and	were admitted, enrolled and
completed the program.	completed the program.	completed the program.	completed the program.
1.3 Ombudsman: The program	1.3 Ombudsman: The program		
has a certification ombudsman to	has a certification ombudsman to		
facilitate the process and	facilitate the process and		
procedures required for graduates	procedures required for graduates		
to obtain educator professional or	to obtain educator professional or		
temporary certification pursuant	temporary certification pursuant		
to s. 1012.56, F.S.	to s. 1012.56, F.S.		

	1.4 Educational Plan: The	1.3 Individualized Plan: The	1.3 Optional Individualized Plan:
	program will develop an	program will conduct an initial	The program will conduct an initial
	educational plan as outlined in s.	evaluation of each candidate's	evaluation of each candidate's
	1004.85(3)(a)2., F.S., for each	competencies to determine an	competencies to determine an
	candidate to meet all	appropriate individualized	appropriate individualized
	requirements for a Florida	professional development plan.	professional development plan.
	Professional Educator's Certificate		
	in the subject area(s) in which the		
	candidate has a statement of		
	status of eligibility.		
Standard 2. Quality of Content Kno	wledge and Teaching Methods		
The program ensures that candidate	es and completers are prepared to ins	struct prekindergarten through grade	12 (p-12) students to meet high
standards for academic achievemen	t.		
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Development	Professional Education
Program	(EPI)	Certification Program (PDCP)	Competency (PEC) Program
2.1 Uniform Core Curricula: The	2.1 Uniform Core Curricula: The	2.1 Uniform Core Curricula: The	
program will instruct and assess	program will instruct and assess	program will instruct and assess	
each candidate's mastery of the	each candidate's mastery of the	each candidate's mastery of the	
Uniform Core Curricula (UCC) in	Uniform Core Curricula (UCC) in	Uniform Core Curricula (UCC) in	
the candidate's certification	the candidate's certification	the candidate's certification	
subject area(s) during coursework	subject area(s) during coursework	subject area(s) during training.	
and field experience(s). The UCC	and field experience(s). The UCC	The UCC components include:	
components include:	components include:	<ul> <li>Candidate instruction and</li> </ul>	
<ul> <li>Candidate instruction and</li> </ul>	Candidate instruction and	assessment in Florida Educator	
assessment in Florida Educator	assessment in Florida Educator	Accomplished Practices	
Accomplished Practices (FEAPs)	Accomplished Practices (FEAPs)	(FEAPs) across content areas	
across content areas	across content areas	<ul> <li>Use of state-adopted content</li> </ul>	
Use of state-adopted content	Use of state-adopted content	standards (Florida Standards)	
standards (Florida Standards)	standards (Florida Standards)	prescribed in Rule 6A-1.09401,	
prescribed in Rule 6A-1.09401,	prescribed in Rule 6A-1.09401,	F.S., to guide curricula and	
F.S., to guide curricula and	F.S., to guide curricula and	instruction	
instruction	instruction		

- Scientifically researched and evidence-based reading instruction
   Content literacy and
- Content literacy and mathematical practices
- Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.
- Strategies appropriate for instruction of students with disabilities
- Strategies to differentiate instruction based on student needs
- Use of character-based classroom management
- Strategies appropriate for the early identification of students in crisis or experiencing a mental challenge and the referral of such student to a mental health professional for support
- Strategies to support the use of technology in education and distance learning
- **2.2 Passing Results on FTCE:** The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher

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- **2.2 Passing Results on FTCE:** The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE)

Certification Examination (FTCE)	Certification Examination (FTCE)	prior to program completion. The	
prior to program completion.	prior to program completion.	program must provide	
		information about state and	
		district level supports and	
		instruction to assist with passing	
		the Florida Teacher Certification	
		Exam on General Knowledge.	
2.3 Two-Year Guarantee: The		2.3 Teacher Mentorship and	2.1 Optional Teacher
program will monitor and		Induction Component: The	Mentorship and Induction
remediate program completers		program's teacher	Component: The program's
who were referred by the		mentorship and induction	teacher mentorship and
employing school district during		component includes each of	induction component
the first two years immediately		the following:	includes each of the
following program completion.		a. Provide weekly	following:
		opportunities for	a. Provide weekly
		mentoring and induction	opportunities for
		activities, including:	mentoring and induction
		<ul> <li>Common planning</li> </ul>	activities, including:
		time	<ul> <li>Common planning</li> </ul>
		<ul> <li>Ongoing professional</li> </ul>	time
		development targeted	<ul> <li>Ongoing professional</li> </ul>
		to a teacher's needs	development targeted
		<ul> <li>Opportunities for a</li> </ul>	to a teacher's needs
		teacher to observe	<ul> <li>Opportunities for a</li> </ul>
		other teachers	teacher to observe
		Co-teaching	other teachers
		experiences	Co-teaching
		Reflection	experiences
		Follow-up discussions	Reflection
		b. Mentorship and	Follow-up discussions
		induction activities:	
		Are provided for a	

		program candidate's first year in the program Include the Uniform Core Curricula (UCC)		
The program ensures high-quality	Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance  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.			
Initial Teacher Preparation (ITP)	<b>Educator Preparation Institute</b>	Professional Development	Professional Education	
Program	(EPI)	Certification Program (PDCP)	Competency (PEC) Program	
3.1 Field Experience Supervisor	3.1 Field Experience Supervisor	3.1 Mentor Qualifications: The	3.1 Optional Mentor	
and Instructor Qualifications:	and Instructor Qualifications:	program will select qualified	Qualifications: If the program	
The program will ensure and	The program will ensure and	mentors that meet the following	elects to include a mentorship	
monitor the qualifications of	monitor the qualifications of	requirements as outlined in s.	component, the program will	
postsecondary faculty and	postsecondary faculty or private	1012.56(8)(a)3.a., F.S.:	select qualified mentors that	
school district personnel and	provider staff and school district	Hold a valid professional	meet the following	
instructional personnel who	personnel and instructional	certificate;	requirements as outlined in s.	
instruct, direct or supervise field	personnel who instruct or	• Earned at least 3 years of p –	1012.56(8)(a)3.a., F.S.:	
experience courses or	supervise field experiences in	12 teaching experience;	Hold a valid professional	
internships in which a student	which a candidate demonstrates	Completed specialized	certificate;	
candidate demonstrates his or	his or her impact on p-12	training in clinical supervision	Earned at least three years of	
her impact on p-12 student	student learning growth, meet	and participate in ongoing	p-12 teaching experience;	
learning growth, meet the	the requirements outlined in s.	mentor training provided	Completed specialized	
requirements outlined in s.	1004.85(6), F.S.	through the coordinated	training in clinical supervision	
1004.04(5)(a-b), F.S.		system of professional	and participate in ongoing	

		development under s.	mentor training provided
		1012.98(3)(e), F.S.; and	through the coordinated
		• Earned an effective or highly	system of professional
		effective rating on the prior	development under s.
		year's performance	1012.98(3)(e), F.S.; and
		evaluation under s. 1012.34,	• Earned an effective or highly
		F.S.	effective rating on the prior
		1.3.	year's performance
			evaluation under s. 1012.34,
			F.S.
3.2 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative
Evaluation: The program will	<b>Evaluation:</b> The program will	<b>Evaluation:</b> The program will	Evaluation: The program will
use a state-approved	use a state-approved	use a state-approved	develop and maintain a system
performance evaluation that is	performance evaluation that is	performance evaluation that is	for each candidate to
aligned with the FEAPs and is	aligned with the FEAPs and is	aligned with the FEAPs and is	demonstrate mastery of
utilized by the partnering school	utilized by the partnering school	utilized by the school district for	professional preparation and
district for the final summative	district for the final summative	the final summative evaluation	education competence through
evaluation of each program	evaluation of each program	of each program candidate's	classroom application of the
candidate's demonstration of	candidate's demonstration of	demonstration of required	FEAPs and instructional
required knowledge, skills, and	required knowledge, skills, and	knowledge, skills, and	performance. For public schools,
professional behaviors in p-12	professional behaviors in p-12	professional behaviors in p-12	the system must be aligned with
public classroom settings. The	public classroom settings. The	public classroom settings. The	the district's or state-supported
final summative evaluation	final summative evaluation	final summative evaluation	public school's evaluation
includes an explicit focus on:	includes an explicit focus on:	includes an explicit focus on:	system established under s.
<ul> <li>Student engagement in</li> </ul>	Student engagement in	Student engagement in	1012.34, F.S.
learning and participation in	learning and participation in	learning and participation in	
the lesson	the lesson	the lesson	
Impact of candidate	Impact of candidate	Impact of candidate	
instruction on learning during	instruction on learning during	instruction on learning during	
the observed lesson	the observed lesson	the observed lesson	
Specific, research-based	Specific, research-based	Specific, research-based	
classroom management	classroom management	classroom management	

		pproverseement	
strategies	strategies	strategies	
<ul> <li>Use of formative assessment</li> </ul>	<ul> <li>Use of formative assessment</li> </ul>	<ul> <li>Use of formative assessment</li> </ul>	
to inform instruction	to inform instruction	to inform instruction	
<ul> <li>Differentiated instruction for</li> </ul>	<ul> <li>Differentiated instruction for</li> </ul>	<ul> <li>Differentiated instruction for</li> </ul>	
English Language Learners,	English Language Learners,	English Language Learners,	
Students with Disabilities, and	Students with Disabilities, and	Students with Disabilities, and	
gifted needs	gifted needs	gifted needs	
Academic feedback and	Academic feedback and	Academic feedback and	
questioning	questioning	questioning	
Candidate content knowledge	Candidate content knowledge	Candidate content knowledge	
3.3 Impact on Student Learning	3.3 Impact on Student Learning	3.3 Impact on Student Learning	
Growth: The program will	Growth: The program will	Growth: The program will	
ensure that each candidate	ensure that each candidate	ensure that each candidate	
positively impacts p-12 student	positively impacts p-12 student	positively impacts p-12 student	
learning growth prior to	learning growth prior to	learning growth prior to	
program completion.	program completion.	program completion.	
3.4 Feedback: The program will	3.4 Feedback: The program will	3.4 Feedback: The program will	3.3 Feedback: The program will
provide specific and actionable	provide specific and actionable	provide specific and actionable	provide specific and actionable
feedback to program candidates	feedback to program candidates	feedback to program candidates	feedback to program candidates
on their performance in field	on their performance in field	on their performance that:	on their performance that:
experiences that:	experiences that:	<ul> <li>Includes measurable evidence</li> </ul>	Includes measurable evidence
<ul> <li>Includes measurable evidence</li> </ul>	<ul> <li>Includes measurable evidence</li> </ul>	of student learning	of student learning
of student learning	of student learning	Strategically builds on prior	Strategically builds on prior
<ul> <li>Strategically builds on prior</li> </ul>	Strategically builds on prior	feedback	feedback
feedback	feedback	<ul> <li>Identifies key action steps for</li> </ul>	Identifies key action steps for
<ul> <li>Identifies key action steps for</li> </ul>	<ul> <li>Identifies key action steps for</li> </ul>	improvement	improvement
improvement	improvement		

3.5 Field Experience Settings:	3.5 Field Experience Settings:		
The program will, based on	The program will, based on		
data, select and monitor	data, select and monitor		
settings for teacher candidates	settings for teacher candidates		
to gain practical experience for	to gain practical experience for		
developing effective teaching	developing effective teaching		
skills in schools that are high	skills in schools that are high	ļ	
performing and/or improving	performing and/or improving		
with a diverse population of	with a diverse population of	ļ	
prekindergarten through grade	prekindergarten through grade		
12 (p-12) students. The settings	12 (p-12) students. The settings		
must be in a variety of	must be in a variety of		
challenging environments to	challenging environments to		
include, but not limited to high-	include, but not limited to high-		
poverty schools, urban schools	poverty schools, urban schools		
and rural schools. The settings	and rural schools.		
must also serve low-achieving			
students.			

#### Standard 4. Quality of Program Performance Management

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

our process			
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Development	Professional Education
Program	(EPI)	Certification Program (PDCP)	Competency (PEC) Program
4.1 Program Progress and	4.1 Program Progress and	4.1 Program Progress and	4.1 Program Progress and
Performance Monitoring: The	Performance Monitoring: The	Performance Monitoring: The	Performance Monitoring: The
program will collect and use	program will collect and use	program will collect, use and	program will collect, use and
multiple sources of data to	multiple sources of data to	annually report multiple sources	annually report multiple sources
monitor program progress and	monitor program progress and	of data to monitor program	of data to monitor program
performance that includes	performance that includes	progress and performance that	progress and performance.
regular and data-based self-	regular and data-based self-	includes regular and data-based	
assessment.	assessment.	self-assessment.	

4.2 Candidate Performance	4.2 Candidate Performance	4.2 Candidate Performance	4.2 Optional Candidate
Monitoring: The program will	Monitoring: The program will	Monitoring: The program will	Performance Monitoring: The
monitor candidate performance,	monitor candidate performance,	monitor candidate performance,	program will monitor candidate
including impact on student	including impact on student	including impact on student	performance to ensure
learning growth and FTCE	learning growth and FTCE	learning growth and FTCE	candidates are meeting program
results, to ensure candidates are	results, to ensure candidates are	results, to ensure candidates are	expectations and implement a
meeting program expectations,	meeting program expectations,	meeting program expectations,	remediation process for
and implement a remediation	and implement a remediation	and implement a remediation	candidates not meeting program
process for candidates not	process for candidates not	process for candidates not	performance expectations.
meeting program performance	meeting program performance	meeting program performance	
expectations.	expectations.	expectations.	
4.3 Monitoring Coursework and	4.3 Monitoring Coursework and	4.3 Monitoring Learning	4.3 Optional Monitoring
Field Experiences: The program	Field Experiences: The program	Resources and Teacher	Learning Resources and
will monitor the quality of	will monitor the quality of	Mentorship and Induction	Teacher Mentorship and
coursework; connections	coursework; connections	Component: The program will	Induction Component: If the
between program coursework	between program coursework	monitor the length of time and	program elects to include a
and field experiences; and the	and field experiences; and the	quality of the teacher	mentorship component, the
observation and feedback	observation and feedback	mentorship and induction	program will monitor the length
system, including clinical	system, including clinical	component; and the	and quality of the teacher
education training.	education training.	observation and feedback	mentorship component, the
		system, including clinical	observation and feedback
		education training.	system, and the clinical
			education training.
4.4 Continuous Improvement	4.4 Continuous Improvement	4.4 Continuous Improvement	
Process: The program has a	<b>Process:</b> The program has a	Process: The program has a	
formal system for continuous	formal system for continuous	formal system for continuous	
improvement that includes	improvement that includes	improvement that includes	
stakeholders (roles and	stakeholders (roles and	stakeholders (roles and	
responsibilities) who will be	responsibilities) who will be	responsibilities) who will be	
involved in a data based	involved in a data based	involved in the decision-making	
decision-making process for	decision-making process for	process for determining the	
determining the enhancement	determining the enhancement	enhancement of program	

of program elements and	of program elements and	elements and capacity for	
capacity for impacting p-12	capacity for impacting p-12	impacting p-12 student learning	
student learning including how	student learning including how	including how their input will be	
their input and completer and	their input and employer and	used to support continuous	
employer satisfaction surveys	candidate satisfaction surveys	program improvement.	
will be used to support	will be used to support		
continuous program	continuous program		
improvement.	improvement.		