Florida Department of Education
Initial Program Approval Standards

Standard 1. Quality of Selection The program admits high-quality teacher candidates who meet state mandated admission requirements and show potential for the teaching profession.			
Initial Teacher Preparation (ITP) Program	**Educator Preparation Institute (EPI)**	**Professional Development Certification Program (PDCP)**	**Professional Education 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 Reporting: The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.	**1.2 Data Collection and Reporting:** The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.	**1.2 Data Collection and Reporting:** The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.	**1.2 Data Collection and Reporting:** The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.
1.3 Ombudsman: The program has a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56, F.S.	**1.3 Ombudsman:** The program has a certification ombudsman to facilitate the process and procedures required for graduates to obtain educator professional or temporary certification pursuant to s. 1012.56, F.S.		

	1.4 Educational Plan: The program will develop an educational plan as outlined in s. 1004.85(3)(a)2., F.S., for each candidate to meet all requirements for a Florida Professional Educator's Certificate in the subject area(s) in which the candidate has a statement of status of eligibility.	**1.3 Individualized Plan:** The program will conduct an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.	**1.3 Optional Individualized Plan:** The program will conduct an initial evaluation of each candidate's competencies to determine an appropriate individualized professional development plan.

Standard 2. Quality of Content Knowledge and Teaching Methods
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.

Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification Program (PDCP)	Professional Education Competency (PEC) Program
2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery of the Uniform Core Curricula (UCC) in the candidate's certification subject area(s) during coursework and field experience(s). The UCC components include: • Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAPs) across content areas • Use of state-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401,	**2.1 Uniform Core Curricula:** The program will instruct and assess each candidate's mastery of the Uniform Core Curricula (UCC) in the candidate's certification subject area(s) during coursework and field experience(s). The UCC components include: • Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAPs) across content areas • Use of state-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401,	**2.1 Uniform Core Curricula:** The program will instruct and assess each candidate's mastery of the Uniform Core Curricula (UCC) in the candidate's certification subject area(s) during training. The UCC components include: • Candidate instruction and assessment in Florida Educator Accomplished Practices (FEAPs) across content areas • Use of state-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401,	

F.S., to guide curricula and instruction • Scientifically researched and evidence-based reading instruction • 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 • Strategies and practices to support evidence-based content aligned to state standards and grading practices • 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	F.S., to guide curricula and instruction • Scientifically researched and evidence-based reading instruction • 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 • Strategies and practices to support evidence-based content aligned to state standards and grading practices • 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	F.S., to guide curricula and instruction • Scientifically researched reading instruction • 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 • Strategies and practices to support evidence-based content aligned to state standards and grading practices • 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	

• Strategies to support the use of technology in education and distance learning	• 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 Certification Examination (FTCE) prior to program completion.	**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) prior to program completion.	**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) prior to program completion. The 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 program will monitor and remediate program completers who were referred by the employing school district during the first two years immediately following program completion.		**2.3 Teacher Mentorship and Induction Component:** The program's teacher mentorship and induction component includes each of the following: a. Provide weekly opportunities for mentoring and induction activities, including: • Common planning time • Ongoing professional development targeted to a teacher's needs	**2.1 Optional Teacher Mentorship and Induction Component:** The program's teacher mentorship and induction component includes each of the following: a. Provide weekly opportunities for mentoring and induction activities, including: • Common planning time • Ongoing professional development targeted

		• Opportunities for a teacher to observe other teachers • Co-teaching experiences • Reflection • Follow-up discussions b. Mentorship and induction activities: • Are provided for a program candidate's first year in the program • Include the Uniform Core Curricula (UCC)	to a teacher's needs • Opportunities for a teacher to observe other teachers • Co-teaching experiences • Reflection • Follow-up discussions

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) Program	Educator Preparation Institute (EPI)	Professional Development Certification Program (PDCP)	Professional Education Competency (PEC) Program
3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instructional personnel who instruct, direct or supervise field experience courses or internships in which a student	**3.1 Field Experience Supervisor and Instructor Qualifications:** The program will ensure and monitor the qualifications of postsecondary faculty or private provider staff and school district personnel and instructional personnel who instruct or supervise field experiences in which a candidate demonstrates	**3.1 Mentor Qualifications:** The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: • Hold a valid professional certificate; • Earned at least 3 years of p – 12 teaching experience; • Completed specialized	**3.1 Optional Mentor Qualifications:** If the program elects to include a mentorship component, the program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: • Hold a valid professional certificate;

candidate demonstrates his or her impact on p-12 student learning growth, meet the requirements outlined in s. 1004.04(5)(a-b), F.S.	his or her impact on p-12 student learning growth, meet the requirements outlined in s. 1004.85(6), F.S.	training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s. 1012.98(3)(e), F.S.; and • Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34, F.S.	• Earned at least three years of p-12 teaching experience; • Completed specialized training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s. 1012.98(3)(e), F.S.; and • Earned an effective or highly effective rating on the prior year's performance evaluation under s. 1012.34, F.S.
3.2 Candidate Final Summative Evaluation: The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the partnering school district for the final summative evaluation of each program candidate's demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings. The final summative evaluation includes an explicit focus on: • Student engagement in	**3.2 Candidate Final Summative Evaluation:** The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the partnering school district for the final summative evaluation of each program candidate's demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings. The final summative evaluation includes an explicit focus on: • Student engagement in	**3.2 Candidate Final Summative Evaluation:** The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the school district for the final summative evaluation of each program candidate's demonstration of required knowledge, skills, and professional behaviors in p-12 public classroom settings. The final summative evaluation includes an explicit focus on: • Student engagement in	**3.2 Candidate Final Summative Evaluation:** The program will develop and maintain a system for each candidate to demonstrate mastery of professional preparation and education competence through classroom application of the FEAPs and instructional performance. For public schools, the system must be aligned with the district's or state-supported public school's evaluation system established under s. 1012.34, F.S.

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 English Language Learners, Students with Disabilities, and gifted needs • Academic feedback and questioning • Candidate content knowledge	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 English Language Learners, Students with Disabilities, and gifted needs • Academic feedback and questioning • Candidate content knowledge	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 English Language Learners, Students with Disabilities, and gifted needs • Academic feedback and questioning • Candidate content knowledge	
3.3 Impact on Student Learning Growth: The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.	**3.3 Impact on Student Learning Growth:** The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.	**3.3 Impact on Student Learning Growth:** The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.	
3.4 Feedback: The program will provide specific and actionable feedback to program candidates on their performance in field experiences that: • Includes measurable evidence of student learning	**3.4 Feedback:** The program will provide specific and actionable feedback to program candidates on their performance in field experiences that: • Includes measurable evidence of student learning	**3.4 Feedback:** The program will provide specific and actionable feedback to program candidates on their performance that: • Includes measurable evidence of student learning • Strategically builds on prior	**3.3 Feedback:** The program will provide specific and actionable feedback to program candidates on their performance that: • Includes measurable evidence of student learning • Strategically builds on prior

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

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.

Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification Program (PDCP)	Professional Education Competency (PEC) Program
4.1 Program Progress and Performance Monitoring: The program will collect and use	**4.1 Program Progress and Performance Monitoring:** The program will collect and use	**4.1 Program Progress and Performance Monitoring:** The program will collect, use and	**4.1 Program Progress and Performance Monitoring:** The program will collect, use and

multiple sources of data to monitor program progress and performance that includes regular and data-based self-assessment.	multiple sources of data to monitor program progress and performance that includes regular and data-based self-assessment.	annually report multiple sources of data to monitor program progress and performance that includes regular and data-based self-assessment.	annually report multiple sources of data to monitor program progress and performance.
4.2 Candidate Performance Monitoring: The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.	**4.2 Candidate Performance Monitoring:** The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.	**4.2 Candidate Performance Monitoring:** The program will monitor candidate performance, including impact on student learning growth and FTCE results, to ensure candidates are meeting program expectations, and implement a remediation process for candidates not meeting program performance expectations.	**4.2 Optional Candidate Performance Monitoring:** The program will monitor candidate performance to ensure candidates are meeting program expectations and implement a remediation process for candidates not meeting program performance expectations.
4.3 Monitoring Coursework and Field Experiences: The program will monitor the quality of coursework; connections between program coursework and field experiences; and the observation and feedback system, including clinical education training.	**4.3 Monitoring Coursework and Field Experiences:** The program will monitor the quality of coursework; connections between program coursework and field experiences; and the observation and feedback system, including clinical education training.	**4.3 Monitoring Learning Resources and Teacher Mentorship and Induction Component:** The program will monitor the length of time and quality of the teacher mentorship and induction component; and the observation and feedback system, including clinical education training.	**4.3 Optional Monitoring Learning Resources and Teacher Mentorship and Induction Component:** If the program elects to include a mentorship component, the program will monitor the length and quality of the teacher mentorship component, the observation and feedback system, and the clinical education training.
4.4 Continuous Improvement Process: The program has a	**4.4 Continuous Improvement Process:** The program has a	**4.4 Continuous Improvement Process:** The program has a	

formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in a data based decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning including how their input and completer and employer satisfaction surveys will be used to support continuous program improvement.	formal system for continuous improvement that includes stakeholders (roles and responsibilities) who will be involved in a data based decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning including how their input and completer and employer satisfaction surveys will be used to support continuous program improvement.	formal system for continuous improvement that includes 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 learning including how their input will be used to support continuous program improvement.	