Standard 1. Quality of Selection	Standard 1. Quality of Selection				
The program admits high-quality teacher candidates who meet state mandated admission requirements and show potential for the teaching					
1	profession.				
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Development	Professional Education		
Program	(EPI)	Certification Program (PDCP)	Competency (PEC) Program		
1.1 Admission Requirements: The	1.1 Admission Requirements: The	1.1 Admission Requirements: The	1.1 Admission Requirements: The		
program will admit candidates	program will admit candidates	program will admit candidates	program will admit candidates		
that have met the state-mandated	that have met the state-mandated	that have met the state-mandated	who have a state-issued		
requirements outlined in s.	requirements outlined in s.	requirements outlined in s.	temporary teaching certificate,		
1004.04(3)(b), Florida Statutes,	1004.85(3)(b), Florida Statutes,	1012.56(8), Florida Statutes, prior	and are employed in an		
prior to admission, ensuring	prior to admission, ensuring	to admission, ensuring candidates	instructional position within a		
candidates have a Grade Point	candidates have obtained a	have a state-issued temporary	school district, or private school or		
Average of at least a 2.5 on a 4.0	statement of status of eligibility	teaching certificate; and are	state-supported public school		
scale.	that indicates his or her eligibility	employed in an instructional	with a state-approved PEC		
	for the certification subject area.	position within the school district,	program.		
		charter school or charter			
		management organization.			
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 achievemer	nt.		
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:	 Candidate instruction and 	
 Candidate instruction and 	 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	• Use of state-adopted content	
• 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,		

	initial i rogram ri	· · · · · · · · · · · · · · · · · · ·	
F.S., to guide curricula and	F.S., to guide curricula and	F.S., to guide curricula and	
instruction	instruction	instruction	
 Scientifically researched and 	 Scientifically researched and 	 Scientifically researched 	
evidence-based reading	evidence-based reading	reading instruction	
instruction	instruction	 Content literacy and 	
 Content literacy and 	 Content literacy and 	mathematical practices	
mathematical practices	mathematical practices	 Strategies appropriate for 	
 Strategies appropriate for 	 Strategies appropriate for 	instruction of English language	
instruction of English language	instruction of English language	learners prescribed in Rule 6A-	
learners prescribed in Rule 6A-	learners prescribed in Rule 6A-	4.0244, F.A.C.	
4.0244, F.A.C.	4.0244, F.A.C.	 Strategies appropriate for 	
 Strategies appropriate for 	 Strategies appropriate for 	instruction of students with	
instruction of students with	instruction of students with	disabilities	
disabilities	disabilities	 Strategies to differentiate 	
 Strategies to differentiate 	 Strategies to differentiate 	instruction based on student	
instruction based on student	instruction based on student	needs	
needs	needs	 Strategies and practices to 	
 Strategies and practices to 	 Strategies and practices to 	support evidence-based content	
support evidence-based content	support evidence-based content	aligned to state standards and	
aligned to state standards and	aligned to state standards and	grading practices	
grading practices	grading practices	 Strategies appropriate for the 	
 Strategies appropriate for the 	 Strategies appropriate for the 	early identification of students	
early identification of students	early identification of students	in crisis or experiencing a	
in crisis or experiencing a	in crisis or experiencing a	mental challenge and the	
mental challenge and the	mental challenge and the	referral of such student to a	
referral of such student to a	referral of such student to a	mental health professional for	
mental health professional for	mental health professional for	support	
support	support	 Strategies to support the use of 	
		technology in education and	
		distance learning	

	oprovarotanaaras	
 Strategies to support the use of technology in education and distance learning 		
2.2 Passing Results on FTCE: The	2.2 Passing Results on FTCE: The	
prior to program completion.		
		2.4. Ontional Teacher
		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
	0	mentoring and induction
	· •	activities, including:
		 Common planning
		time
		 Ongoing professional
	to a teacher's needs	development targeted
	technology in education and distance learning	technology in education and distance learning2.2 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

Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance• Opportunities for a teacher to observe other teachers• Opportunities for a teacher to observe other teachers• Opportunities for a teacher to observe other teachers• 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)• Follow-up discussionsStandard 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.Professional Development Professional Development program (PEP)Professional Education Competency (PEC) Program3.1 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 experiences or supervise field experiences in witch a candidate demonstrate school district personnel and instructional personnel who instruct, direct or supervise field experience field experiences in witch a candidate demonstrates provider staff and school district personnel and instructor supervise field experiences in witch a candidate demonstrates outper staff and school district personnel who instruct or supervise field experiences in witch a candidate demonstrates outper staff and school district personnel and instructional personnel who instruct or supervise field experiences in witch a candi		<u> </u>	. 1	
Standard 3. Quality of Clinical Placement, Feedback and Candidate PerformanceThe program ensures high-quality field and clinical experiences, including feedback and support for each program candidate, and providesInitial Teacher Preparation (ITP) ProgramEducator Preparation Institute (EPI)Professional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses or3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty on postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses or3.1 Field Experience Supervisor and Instructional personnel who instruct or supervise field experiences in3.1 Mentor Qualifications: professional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 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 who instruct or supervise field experiences in3.1 Mentor Qualifications: professional requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: e Tanned at least 3 years of p – 12 teaching experience;9.1022.56(8)(a)3.a., F.S.: e Hold a valid professional erquirements as outlined in s. 1012.56(8)(a)3.a., F.S.: e Hold a valid professional			 teacher to observe other teachers Co-teaching experiences Reflection Follow-up discussions Mentorship and induction activities: Are provided for a program candidate's first year in the program Include the Uniform 	 Opportunities for a teacher to observe other teachers Co-teaching experiences Reflection
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.Professional Development Certification Program (PDCP)Professional Education Competency (PEC) ProgramInitial Teacher Preparation (ITP) ProgramEducator Preparation Institute (EPI)Professional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses or3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty or private 				
candidates with opportunities to demonstrate the ability to positively impact student learning growth.Initial Teacher Preparation (ITP) ProgramEducator Preparation Institute (EPI)Professional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses or3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty on instruct, direct or supervise field experience courses or3.1 Mentor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty or private provider staff and school district personnel who instruct or supervise field experiences inProfessional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 Mentor Qualifications: monitor the qualifications of postsecondary faculty or instruct, direct or supervise field experience courses or3.1 Mentor Qualifications: monitor the qualifications of postsecondary faculty or private personnel who instruct or supervise field experiences in3.1 Mentor Qualifications: mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: • Hold a valid professional certificate; • Hold a valid professional				
Initial Teacher Preparation (ITP) ProgramEducator Preparation Institute (EPI)Professional Development Certification Program (PDCP)Professional Education Competency (PEC) Program3.1 Field Experience Supervisor and Instructor Qualifications:3.1 Field Experience Supervisor and Instructor Qualifications:3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s.3.1 Optional Mentor Qualifications: If the programThe program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses orprovider staff and school district personnel who instruct or supervise field experiences inProfessional Development Certification Program (PDCP)Professional Education Competency (PEC) Program03.1 Field Experience Supervisor and Instructor Qualifications:3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s.3.1 Optional Mentor Qualifications: If the program elects to include a mentorship component, the program will select qualified mentors thatInstruct, direct or supervise field experience courses orpersonnel who instruct or supervise field experiences inProfessional certificate;requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:01012.56(8)(a)3.a., F.S.:Earned at least 3 years of p – 12 teaching experience;Hold a valid professional				ram candidate, and provides
Program(EPI)Certification Program (PDCP)Competency (PEC) Program3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses or3.1 Field Experience Supervisor and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty or private instruct, direct or supervise field experience courses or3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s.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.				Professional Education
and Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses orand Instructor Qualifications: The program will ensure and monitor the qualifications of postsecondary faculty or private provider staff and school district personnel who instruct or supervise field experiences inprogram will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: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.:and Instructor Qualifications: monitor the qualifications of postsecondary faculty or private provider staff and school district personnel who instruct or supervise field experiences inand Instructor Qualifications: program will select qualified mentors that meet the following certificate;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 • Hold a valid professional		-	•	
The program will ensure and monitor the qualifications of postsecondary faculty and school district personnel and instructional personnel who experience courses orThe 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 inmentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:elects to include a mentorship component, the program will select qualified mentors that meet the following requirements as outlined in s.	3.1 Field Experience Supervisor	3.1 Field Experience Supervisor	3.1 Mentor Qualifications: The	3.1 Optional Mentor
monitor the qualifications of postsecondary faculty and school district personnel and instruct, direct or supervise field experience courses ormonitor the qualifications of postsecondary faculty or private provider staff and school district personnel and instructional personnel who instruct or supervise field experiences inrequirements as outlined in s. 1012.56(8)(a)3.a., F.S.:component, the program will select qualified mentors that meet the following requirements as outlined in s.Monitor the qualifications of postsecondary faculty or private provider staff and school district personnel and instructional personnel who instruct or supervise field experiences inrequirements as outlined in s. 1012.56(8)(a)3.a., F.S.:component, the program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:	and Instructor Qualifications:	and Instructor Qualifications:	program will select qualified	Qualifications: If the program
postsecondary faculty and school district personnel and instructional personnel who instruct, direct or supervise field experience courses orpostsecondary faculty or private provider staff and school district personnel and instructional personnel who instruct or supervise field experiences in1012.56(8)(a)3.a., F.S.: Hold a valid professional certificate;select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:	The program will ensure and	The program will ensure and	mentors that meet the following	elects to include a mentorship
school district personnel and instructional personnel who instruct, direct or supervise field experience courses orprovider staff and school district personnel and instructional personnel and instructional personnel who instruct or supervise field experiences inHold a valid professional certificate;meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: • Hold a valid professional	monitor the qualifications of	monitor the qualifications of	requirements as outlined in s.	component, the program will
instructional personnel who instruct, direct or supervise field experience courses orpersonnel and instructional instruct or supervise field experiences incertificate; Earned at least 3 years of p - 12 teaching experience;requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: • Hold a valid professional	postsecondary faculty and	postsecondary faculty or private	1012.56(8)(a)3.a., F.S.:	select qualified mentors that
instruct, direct or supervise field experience courses orpersonnel who instruct or supervise field experiences in• Earned at least 3 years of p - 12 teaching experience;1012.56(8)(a)3.a., F.S.: • Hold a valid professional	school district personnel and	provider staff and school district	 Hold a valid professional 	meet the following
experience courses orsupervise field experiences in12 teaching experience;• Hold a valid professional	•	personnel and instructional	certificate;	requirements as outlined in s.
	instruct, direct or supervise field	•	 Earned at least 3 years of p – 	1012.56(8)(a)3.a., F.S.:
internships in which a student which a candidate demonstrates • Completed specialized certificate	•		12 teaching experience;	 Hold a valid professional
• completed specialized • contracted	internships in which a student	which a candidate demonstrates	 Completed specialized 	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	3.2 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative
Evaluation: The program will	Evaluation: The program will	Evaluation: The program will	Evaluation: The program will
use a state-approved	use a state-approved performance evaluation that is	use a state-approved performance evaluation that is	develop and maintain a system for each candidate to
performance evaluation that is 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	
evaluation of each program	evaluation of each program	of each program candidate's	education competence through 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.
	-	-	-
 Student engagement in 	 Student engagement in 	 Student engagement in 	1012.34, F.S.

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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	
strategies	strategies	strategies	
Use of formative assessment	Use of formative assessment	Use of formative assessment	
to inform instruction	to inform instruction	to inform instruction	
• Differentiated instruction for	Differentiated instruction for	Differentiated instruction for	
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:	 Includes measurable evidence 	Includes measurable evidence
Includes measurable evidence	 Includes measurable evidence 	of student learning	of student learning
of student learning	of student learning	 Strategically builds on prior 	 Strategically builds on prior

 Strategically builds on prior 	 Strategically builds on prior 	feedback	feedback	
feedback	feedback	 Identifies key action steps for 	 Identifies key action steps for 	
 Identifies key action steps for 	 Identifies key action steps for 	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			
performing and/or improving	performing and/or improving			
with a diverse population of	with a diverse population of			
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 Per				
The program supports continuous in completers.	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)	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	Process: 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 <u>a</u> 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	
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 completer and	used to support continuous	
employer satisfaction surveys will be used to support continuous program improvement.	employer satisfaction surveys will be used to support continuous program improvement.	program improvement.	