

Standards for Continued Approval of Initial Teacher Preparation Programs (ITP), Educator Preparation Institutes (EPI), and District Alternative Certification Programs (DACP)

These standards and associated criteria reflect statutory requirements of sections 1004.04, 1004.85, and 1012.56(8) Florida Statutes, and revisions to Chapter 6A-5.066, F.A.C., adopted by the Florida State Board of Education in March 2006.

Standard 1. Core Curriculum Content		
The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.		
Criteria for ITPs in Standard One	Criteria for EPIs in Standard One	Criteria for DACPs in Standard One
<p>1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.</p> <ul style="list-style-type: none"> a. Florida Educator Accomplished Practices (FEAPs) and Professional Education Competencies and Skills (PECs) b. Subject Area Competencies and Skills for Teacher Certification c. Florida Teacher Standards for ESOL Endorsement d. Reading Endorsement Competencies e. All other elements of the Uniform Core Curriculum 	<p>1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.</p> <ul style="list-style-type: none"> a. Florida Educator Accomplished Practices (FEAPs) b. Reading Competency 2 c. Professional Education Competencies and Skills (PECs) 	<p>1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.</p> <ul style="list-style-type: none"> a. Florida Educator Accomplished Practices (FEAPs) b. Reading Competency 2 c. Professional Education Competencies and Skills (PECs)
<p>2. Field/clinical experience sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.</p>	<p>2. Based on the candidate's educational plan, an appropriate field experience that is supervised by a qualified educator is provided to each program participant.</p>	<p>2. The additional instructional practices prescribed in Florida Statutes are consistently implemented.</p> <ul style="list-style-type: none"> a. A minimum period of initial preparation prior to assuming duties as the teacher of record

3. Program faculty meet state-mandated requirements for supervision of field/clinical experiences.	3. Program faculty are qualified to teach their assigned courses.	3.
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.		4.

Standard 2. Candidate Performance		
Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.		
Criteria for ITPs in Standard Two	Criteria for EPIs in Standard Two	Criteria for DACPs in Standard Two
1. Each program consistently applies state-mandated admission requirements.	1. Evidence of candidates' eligibility for Florida Temporary Certification is collected and maintained.	
2. Candidate evidence of attainment of state-mandated content is assessed and data are collected from coursework, field/clinical experiences and on the Florida Teacher Certification Examinations.		
3. Candidates demonstrate impact on P-12 student learning based on student achievement data during the field/clinical experiences.		
4. The program documents the assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching.	4.	4.

Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Criteria for ITPs in Standard Three	Criteria for EPIs in Standard Three	Criteria for DACPs in Standard Three
1. The program remains responsive to the needs of the state and districts served.	1.	1.
2. Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the percentage of program completers hired the first year following program completion and the length of stay in the classroom.		
3. Program completers indicate satisfaction with the level of preparedness for the first year of teaching following program completion.		
4. Number of candidates admitted, enrolled, and completed are collected and reviewed on an annual basis.		
5. Completers demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching following program completion.		
6. Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3.		