

# Standards for Initial and Continued Approval of Initial Educator Preparation Programs

September 2006

These standards and associated criteria reflect statutory requirements of section 1004.04, Florida Statutes, and revisions to Chapter 6A-5.066, F.A.C., adopted by the Florida State Board of Education in March 2006. Additional information concerning the program approval process may be obtained through the Educator Preparation Program Approval Section of the Bureau of Educator Recruitment, Development and Retention, 850.245.0435.

<b>Standard 1. Core Curriculum Content</b>	
The curriculum content delivered in each approved program includes the Uniform Core Curriculum and all other state-mandated requirements.	
<b>Criteria for Initial Program Approval in Standard One</b>	<b>Criteria for Continued Program Approval in Standard One</b>
1. Curriculum content is aligned with the Uniform Core Curriculum and a process is established to ensure consistent delivery in coursework and in field/clinical experiences.	1. Current mandated state requirements and curricular content are consistently implemented and published in required documents.
2. Field/clinical experiences must be provided throughout the program so that candidates will be prepared to teach students from diverse cultures and of varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.	2. Field/clinical experience sites represent diverse cultures and varying exceptionalities and performance levels, in a variety of settings, including high-needs schools.
3. Program faculty are qualified to teach their assigned courses and meet state-mandated requirements for supervision of field/clinical experiences.	3. Program faculty meet state-mandated requirements for supervision of field/clinical experiences.
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.	4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.

## Standard 2. Candidate Performance

Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.

Criteria for Initial Program Approval in Standard Two	Criteria for Continued Program Approval in Standard Two
1. Each program consistently applies state-mandated admission requirements.	1. Each program consistently applies state-mandated admission requirements.
2. Indicators, methods and processes have been established to assess and collect data on candidates on the attainment of Uniform Core Curricular content in coursework, field/clinical experiences, and on the Florida Teacher Certification Examinations.	2. Candidate evidence of attainment of Uniform Core Curricular content is assessed and data are collected from coursework, field/clinical experiences and on the Florida Teacher Certification Examinations.
3. Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data during field/clinical experiences.	3. Candidates demonstrate impact on P-12 student learning based on student achievement data during the field/clinical experiences.
4. The program has developed a process to provide assistance and the results of the assistance provided to program completers who do not meet employer satisfaction in their first two years of teaching.	3. 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.

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Criteria for Initial Program Approval in Standard Three	Criteria for Continued Program Approval in Standard Three
1. The program philosophy and objectives take into account the needs of the state and districts served.	1. The program remains responsive to the needs of the state and districts served.
2. A process has been established to determine employer satisfaction with the level of preparedness of program completers for the first year of teaching, including the rehire rates for program completers and the length of stay in the classroom.	2. Employers of program completers indicate satisfaction with the level of preparedness for the first year of teaching, including the rehire rates of program completers and the length of stay in the classroom.
3. A process has been established to determine program completers' satisfaction with their level of preparedness for the first year of teaching.	3. Program completers indicate satisfaction with the level of preparedness for the first year of teaching.
4. Methods and processes are in place to assess candidate impact on P-12 student learning based on student achievement data during the first year of teaching.	4. Candidates demonstrate impact on P-12 student learning based on student achievement data during the first year of teaching.
5. A process for decision making for continuous improvement is articulated based on state-mandated requirements.	5. Continuous improvement across and within programs is the result of routine analysis of data collected on Standards 2 and 3; admission, enrollment, and completion status of each candidate; and results of recent faculty experiences.