# 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

### 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.

## Educator Preparation Institute (EPI)

### 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.

## Professional Development Certification Program (PDCP)

### 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.

## Professional Education Competency (PEC) Program

### 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.

## 1.3 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.

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### 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.

<table>
<thead>
<tr>
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</table>
| **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, F.S., to guide curricula and instruction | **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:  
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  - 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 |  
  
## 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.
| Scientifically researched and evidence-based reading instruction | Scientifically researched and evidence-based reading instruction | Scientifically researched reading instruction |
| Content literacy and mathematical practices | Content literacy and mathematical practices | Content literacy and mathematical practices |
| Strategies appropriate for instruction of students with disabilities | Strategies appropriate for instruction of students with disabilities | Strategies appropriate for instruction of students with disabilities |
| Strategies to differentiate instruction based on student needs | Strategies to differentiate instruction based on student needs | Strategies to differentiate instruction based on student needs |
| Use of character-based classroom management | Use of character-based classroom management | Use of character-based classroom management |
| 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).
# Initial Program Approval Standards

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<th>Certification Examination (FTCE) prior to program completion.</th>
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</tr>
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</table>

## 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
- Opportunities for a teacher to observe other teachers
- Co-teaching experiences
- Reflection
- Follow-up discussions

### b. Mentorship and induction activities:
- Are provided for a

## 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 to a teacher’s needs
- Opportunities for a teacher to observe other teachers
- Co-teaching experiences
- Reflection
- Follow-up discussions
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Initial Program Approval Standards

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<tr>
<th>Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance</th>
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<td>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.</td>
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<td>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 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.</td>
<td>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 his or her impact on p-12 student learning growth, meet the requirements outlined in s. 1004.85(6), F.S.</td>
<td>Hold a valid professional certificate;</td>
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| 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. |
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| 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 learning and participation in the lesson  
  - Impact of candidate instruction on learning during the observed lesson  
  - Specific, research-based classroom management |
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### 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
- Strategically builds on prior 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.

### 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.

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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
<td>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.</td>
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<tr>
<th>4.4 Continuous Improvement Process</th>
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| 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. | of program elements and capacity for impacting p-12 student learning including how their input and employer and candidate satisfaction surveys will be used to support continuous program improvement. | elements and capacity for impacting p-12 student learning including how their input will be used to support continuous program improvement. |