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 Learning Certification Program (PLCP)	Professional Education Competency (PEC) Program
1.1 Admission Requirements: Admission requirements, processes and methods used to determine candidates meet 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:** Admission requirements, processes and methods used to determine candidates meet 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 as prescribed in section 1012.56, F.S., that indicates his or her eligibility for the certification subject area.	**1.1 Admission Requirements:** Admission requirements, processes and methods used to determine candidates meet 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.	**1.1 Admission Requirements:** Admission requirements, processes and methods used to determine that candidates, prior to admission, 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 Ombudsman: Certification ombudsman is provided.	**1.2 Ombudsman:** Certification ombudsman is provided.		

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 Learning Certification Program (PLCP)	Professional Education Competency (PEC) Program
2.1 Passing Results on FTCE: Before program completion, each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).	**2.1 Passing Results on FTCE:** Before program completion, each candidate successfully satisfied each subsection of the Florida Teacher Certification Examination (FTCE).	**2.1 Passing Results on FTCE:** Before program completion, each candidate successfully satisfied each subsection of the Florida Teacher Certification Examination	

		(FTCE). 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.	
2.2 Two-Year Guarantee: The program monitors and remediates program completers who were referred by the employing school district during the first 2 years immediately following program completion (2-year guarantee).			

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 Learning Certification Program (PLCP)	Professional Education Competency (PEC) Program
3.1 Field Experience Supervisor and Instructor Qualifications: The program assures that 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	**3.1 Field Experience Supervisor and Instructor Qualifications:** The program assures that 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	**3.1 Mentor Qualifications:** The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)1., F.S.: • Hold a valid professional certificate; • Earned at least 3 years of p – 12 teaching experience; • Completed training in clinical supervision and participate in ongoing mentor training	**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)1.,F.S.: • Hold a valid professional certificate; • Earned at least three years of p-12 teaching experience;

learning growth, meet the requirements outlined in s. 1004.04(5)(a-b), F.S.	learning growth, meet the requirements outlined in s. 1004.85(6), F.S.	provided through the coordinated system of professional learning under s. 1012.98(4)(e); and • Earned an effective or highly effective rating on the prior year's performance evaluation	• Completed ~~specialized~~ training in clinical supervision and participate in ongoing mentor training provided through the coordinated system of professional learning under s. 1012.98(4)(e), F.S.; and • Earned an effective or highly effective rating on the prior year's performance evaluation
3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.	**3.2 Impact on Student Learning Growth:** The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.	**3.2 Impact on Student Learning Growth:** The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.	

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 Learning Certification Program (PLCP)	Professional Education Competency (PEC) Program
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 the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning including how their input and the results of employer and completer satisfaction surveys designed to measure the sufficient preparation of program completers and institutional responsiveness will be used.	**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 the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning.	**4.4 Continuous Improvement Process:** The program has a formal system for continuous improvement that includes annually reported program performance management data and 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.	**4.1 Program Progress and Performance Monitoring:** The program has a formal system that includes annually reported program performance management data that informs the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning.