

# Florida Department of Education Initial Program Approval Standards

<b>Standard 1. Quality of Selection</b>		
The program admits high-quality teacher candidates who meet state mandated admission requirements and show potential for the teaching profession.		
<b>Initial Teacher Preparation (ITP) Program</b>	<b>Educator Preparation Institute (EPI)</b>	<b>Professional Development Certification Program (PDCP)</b>
<p><b>1.1 Admission Requirements:</b> 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; and passing score on the General Knowledge Examination in accordance with Rule 6A-4.0021, F.A.C.</p> <p>For programs waiving these admission requirements for up to 10 percent of the candidates admitted, the program must track the progress and status, and provide assistance to any individual who was admitted under the 10% waiver provision.</p>	<p><b>1.1 Admission Requirements:</b> 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.</p>	<p><b>1.1 Admission Requirements:</b> 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.</p>
<p><b>1.2 Data Collection and Reporting:</b> The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.</p>	<p><b>1.2 Data Collection and Reporting:</b> The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.</p>	<p><b>1.2 Data Collection and Reporting:</b> The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.</p>

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<p><b>1.3 Ombudsman:</b> 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.</p>	<p><b>1.3 Ombudsman:</b> 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.</p>	
	<p><b>1.4 Educational Plan:</b> 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.</p>	<p><b>1.3 Individualized Plan:</b> The program will conduct an initial evaluation of each candidate’s competencies to determine an appropriate individualized professional development plan.</p>
<p><b>Standard 2. Quality of Content Knowledge and Teaching Methods</b> 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.</p>		
<p><b>Initial Teacher Preparation (ITP) Program</b></p>	<p><b>Educator Preparation Institute (EPI)</b></p>	<p><b>Professional Development Certification Program (PDCP)</b></p>
<p><b>2.1 Uniform Core Curricula:</b> 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:</p> <ul style="list-style-type: none"> <li>• Florida Educator Accomplished Practices (FEAPs)</li> <li>• State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S.</li> </ul>	<p><b>2.1 Uniform Core Curricula:</b> 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:</p> <ul style="list-style-type: none"> <li>• Florida Educator Accomplished Practices (FEAPs)</li> <li>• State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S.</li> </ul>	<p><b>2.1 Uniform Core Curricula:</b> 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 training. The UCC components include:</p> <ul style="list-style-type: none"> <li>• Florida Educator Accomplished Practices (FEAPs)</li> <li>• State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401, F.S.</li> <li>• Scientifically researched reading instruction</li> </ul>

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<ul style="list-style-type: none"> <li>• Scientifically researched and evidence-based reading instruction</li> <li>• Content literacy and mathematical practices</li> <li>• Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.</li> <li>• Strategies appropriate for instruction of students with disabilities</li> <li>• School safety</li> </ul>	<ul style="list-style-type: none"> <li>• Scientifically researched and evidence-based reading instruction</li> <li>• Content literacy and mathematical practices</li> <li>• Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.</li> <li>• Strategies appropriate for instruction of students with disabilities</li> <li>• School safety</li> </ul>	<ul style="list-style-type: none"> <li>• Content literacy and mathematical practices</li> <li>• Strategies appropriate for instruction of English language learners prescribed in Rule 6A-4.0244, F.A.C.</li> <li>• Strategies appropriate for instruction of students with disabilities</li> <li>• School safety</li> </ul>
<p><b>2.2 Passing Results on FTCE:</b> The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>	<p><b>2.2 Passing Results on FTCE:</b> The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>	<p><b>2.2 Passing Results on FTCE:</b> The program will ensure that each candidate is prepared to pass each portion of the Florida Teacher Certification Examination (FTCE) prior to program completion.</p>
<p><b>2.3 Two-Year Guarantee:</b> 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.</p>		<p><b>2.3 Teacher Mentorship and Induction Component:</b> The program’s teacher mentorship and induction component includes each of the following:</p> <ol style="list-style-type: none"> <li>a. Provide weekly opportunities for mentoring and induction activities, including: <ul style="list-style-type: none"> <li>• Common planning time</li> <li>• Ongoing professional development targeted to a teacher’s needs</li> <li>• Opportunities for a teacher to observe other teachers</li> <li>• Co-teaching experiences</li> <li>• Reflection</li> </ul> </li> </ol>

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		<ul style="list-style-type: none"> <li>• Follow-up discussions</li> </ul> <p>b. Mentorship and induction activities:</p> <ul style="list-style-type: none"> <li>• Are provided for a program candidate’s first year in the program</li> <li>• Include the Uniform Core Curricula (UCC)</li> </ul>
<p><b>Standard 3. Quality of Clinical Placement, Feedback and Candidate Performance</b> 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.</p>		
<b>Initial Teacher Preparation (ITP) Program</b>	<b>Educator Preparation Institute (EPI)</b>	<b>Professional Development Certification Program (PDCP)</b>
<p><b>3.1 Field Experience Supervisor and Instructor Qualifications:</b> 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.</p>	<p><b>3.1 Field Experience Supervisor and Instructor Qualifications:</b> The program will ensure and monitor the qualifications of postsecondary faculty or private provider staff 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.</p>	<p><b>3.1 Mentor Qualifications:</b> The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.:</p> <ul style="list-style-type: none"> <li>• Hold a valid professional certificate;</li> <li>• Earned at least 3 years of p – 12 teaching experience;</li> <li>• 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); and</li> <li>• Earned an effective or highly effective rating on the prior year’s performance evaluation under s. 1012.34.</li> </ul>

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<p><b>3.2 Candidate Final Summative Evaluation:</b> The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the partnering 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:</p> <ul style="list-style-type: none"> <li>• Student engagement in learning and participation in the lesson</li> <li>• Impact of candidate instruction on learning during the observed lesson</li> <li>• Specific, research-based classroom management strategies</li> <li>• Use of formative assessment to inform instruction</li> <li>• Differentiated instruction for English Language Learners, Students with Disabilities, and gifted needs</li> <li>• Academic feedback and questioning</li> <li>• Candidate content knowledge</li> </ul>	<p><b>3.2 Candidate Final Summative Evaluation:</b> The program will use a state-approved performance evaluation that is aligned with the FEAPs and is utilized by the partnering 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:</p> <ul style="list-style-type: none"> <li>• Student engagement in learning and participation in the lesson</li> <li>• Impact of candidate instruction on learning during the observed lesson</li> <li>• Specific, research-based classroom management strategies</li> <li>• Use of formative assessment to inform instruction</li> <li>• Differentiated instruction for English Language Learners, Students with Disabilities, and gifted needs</li> <li>• Academic feedback and questioning</li> <li>• Candidate content knowledge</li> </ul>	<p><b>3.2 Candidate Final Summative Evaluation:</b> 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:</p> <ul style="list-style-type: none"> <li>• Student engagement in learning and participation in the lesson</li> <li>• Impact of candidate instruction on learning during the observed lesson</li> <li>• Specific, research-based classroom management strategies</li> <li>• Use of formative assessment to inform instruction</li> <li>• Differentiated instruction for English Language Learners, Students with Disabilities, and gifted needs</li> <li>• Academic feedback and questioning</li> <li>• Candidate content knowledge</li> </ul>
<p><b>3.3 Impact on Student Learning Growth:</b> The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p><b>3.3 Impact on Student Learning Growth:</b> The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p><b>3.3 Impact on Student Learning Growth:</b> The program will ensure that each candidate positively impacts p-12 student learning growth prior to program completion.</p>

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<p><b>3.4 Feedback:</b> The program will provide feedback to program candidates on their performance in field experiences which includes:</p> <ul style="list-style-type: none"> <li>• Evidence of student learning</li> <li>• Strategically builds on prior feedback</li> <li>• Identifies key action steps for improvement</li> </ul>	<p><b>3.4 Feedback:</b> The program will provide feedback to program candidates on their performance in field experiences which includes:</p> <ul style="list-style-type: none"> <li>• Evidence of student learning</li> <li>• Strategically builds on prior feedback</li> <li>• Identifies key action steps for improvement</li> </ul>	<p><b>3.4 Feedback:</b> The program will provide feedback to program candidates on their performance which includes:</p> <ul style="list-style-type: none"> <li>• Evidence of student learning</li> <li>• Strategically builds on prior feedback</li> <li>• Identifies key action steps for improvement</li> </ul>
<p><b>3.5 Field Experience Settings:</b> The program will 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.</p>	<p><b>3.5 Field Experience Settings:</b> The program will 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.</p>	
<p><b>Standard 4. Quality of Program Performance Management</b> The program supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its candidates and completers.</p>		
<p><b>Initial Teacher Preparation (ITP) Program</b></p>	<p><b>Educator Preparation Institute (EPI)</b></p>	<p><b>Professional Development Certification Program (PDCP)</b></p>
<p><b>4.1 Program Progress and Performance Monitoring:</b> The program will collect and use multiple sources of data to monitor program progress and performance.</p>	<p><b>4.1 Program Progress and Performance Monitoring:</b> The program will collect and use multiple sources of data to monitor program progress and performance.</p>	<p><b>4.1 Program Progress and Performance Monitoring:</b> The program will collect and use multiple sources of data to monitor program progress and performance.</p>

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<p><b>4.2 Candidate Performance Monitoring:</b> 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.</p>	<p><b>4.2 Candidate Performance Monitoring:</b> 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.</p>	<p><b>4.2 Candidate Performance Monitoring:</b> 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.</p>
<p><b>4.3 Monitoring Coursework and Field Experiences:</b> 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.</p>	<p><b>4.3 Monitoring Coursework and Field Experiences:</b> 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.</p>	<p><b>4.3 Monitoring Learning Resources and Teacher Mentorship and Induction Component:</b> The program will monitor the quality of the teacher mentorship and induction component; and the observation and feedback system, including clinical education training.</p>
<p><b>4.4 Continuous Improvement Process:</b> 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 will be used to support continuous program improvement.</p>	<p><b>4.4 Continuous Improvement Process:</b> 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 employer satisfaction surveys will be used to support continuous program improvement.</p>	<p><b>4.4 Continuous Improvement Process:</b> 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 will be used to support continuous program improvement.</p>