

Florida Department of Education Continued Approval

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 Development Certification Program (PDCP)
<p>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; 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 students admitted, the following must be reported:</p> <ul style="list-style-type: none"> • Number of candidates entering under 10% waiver; • Assistance provided to and progress made by candidates for demonstrating the competencies required for certification; and • Current status of each candidate admitted under the 10% waiver provision specifying whether admission requirements have been met. 	<p>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.</p>	<p>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.</p>

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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 Development Certification Program (PDCP)
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 passed each subsection of the Florida Teacher Certification Examination (FTCE).	2.1 Passing Results on FTCE: Before program completion, each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).
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 Development Certification Program (PDCP)
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	3.1 Field Experience Supervisor and Instructor Qualifications: The program assures that 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	3.1 Mentor Qualifications: The program will select qualified mentors that meet the following requirements as outlined in s. 1012.56(8)(a)3.a., F.S.: <ul style="list-style-type: none"> • Hold a valid professional certificate; • Earned at least 3 years of p – 12 teaching experience; • Completed specialized training in clinical

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<p>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>growth, meet the requirements outlined in s. 1004.85(6), F.S.</p>	<p>supervision and participate in ongoing mentor training provided through the coordinated system of professional development under s. 1012.98(3)(e); and</p> <ul style="list-style-type: none"> • Earned an effective or highly effective rating on the prior year’s performance evaluation under s. 1012.34.
<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>	<p>3.2 Impact on Student Learning Growth: The program ensures that each candidate positively impacts p-12 student learning growth prior to program completion.</p>
<p>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.</p>		
<p>Initial Teacher Preparation (ITP) Program</p>	<p>Educator Preparation Institute (EPI)</p>	<p>Professional Development Certification Program (PDCP)</p>
<p>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 will be used.</p>	<p>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 results of employer satisfaction survey designed to measure the sufficient preparation of program completers will be used.</p>	<p>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 will be used.</p>