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) **1.1 Admission Requirements:** The program 1.1 Admission Requirements: The **1.1 Admission Requirements:** The program will admit candidates that have program will admit candidates that have will admit candidates that have met the statemet the state-mandated requirements met the state-mandated requirements mandated requirements outlined in s. outlined in s. 1004.04(3)(b), Florida outlined in s. 1004.85(3)(b), Florida 1012.56(8), Florida Statutes, prior to admission, ensuring candidates have a state-Statutes, prior to admission, ensuring Statutes, prior to admission, ensuring candidates have a Grade Point Average of candidates have obtained a statement of issued temporary teaching certificate; and are employed in an instructional position within at least a 2.5 on a 4.0 scale; and passing status of eligibility that indicates his or her score on the General Knowledge eligibility for the certification subject area. the school district, charter school or charter Examination in accordance with Rule 6Amanagement organization. 4.0021, F.A.C. 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

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.
 1.2 Data Collection and Reporting: The program will annually collect, monitor and report data on candidates who were admitted, enrolled and completed the program.

assistance to any individual who was admitted under the 10% waiver provision.

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.

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4.3.0 a.b. dance . The constraint		
1.3 Ombudsman: The program has a	1.3 Ombudsman: The program has a	
certification ombudsman to facilitate the	certification ombudsman to facilitate the	
process and procedures required for	process and procedures required for	
graduates to obtain educator professional	graduates to obtain educator professional	
or temporary certification pursuant to s.	or temporary certification pursuant to s.	
1012.56, F.S.	1012.56, F.S.	
	1.4 Educational Plan: The program will	1.3 Individualized Plan: The program will
	develop an educational plan as outlined in	conduct an initial evaluation of each
	s. 1004.85(3)(a)2., F.S., for each candidate	candidate's competencies to determine an
	to meet all requirements for a Florida	appropriate individualized professional
	Professional Educator's Certificate in the	development plan.
	subject area(s) in which the candidate has	
	a statement of status of eligibility.	
Standard 2. Quality of Content Knowledge	and Teaching Methods	
The program ensures that candidates and c	ompleters are prepared to instruct prekinderg	garten through grade 12 (p-12) students to
meet high standards for academic achievem	nent.	
Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification
Initial Teacher Preparation (ITP) Program		Professional Development Certification Program (PDCP)
2.1 Uniform Core Curricula: The program		-
	Educator Preparation Institute (EPI)	Program (PDCP)
2.1 Uniform Core Curricula: The program	Educator Preparation Institute (EPI) 2.1 Uniform Core Curricula: The program	Program (PDCP) 2.1 Uniform Core Curricula: The program will
2.1 Uniform Core Curricula: The program will instruct and assess each candidate's	2.1 Uniform Core Curricula: The program will instruct and assess each candidate's	Program (PDCP) 2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery
2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery of the Uniform Core Curricula	2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery of the Uniform Core Curricula	Program (PDCP) 2.1 Uniform Core Curricula: The program will instruct and assess each candidate's mastery of the Uniform Core Curricula (UCC) in the
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	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	Program (PDCP) 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)
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	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	Program (PDCP) 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 training. The UCC components include:
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	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	Program (PDCP) 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 training. The UCC components include: • Florida Educator Accomplished Practices
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:	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:	Program (PDCP) 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 training. The UCC components include: • Florida Educator Accomplished Practices (FEAPs)
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: • Florida Educator Accomplished Practices	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: • Florida Educator Accomplished Practices	 Program (PDCP) 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 training. The UCC components include: Florida Educator Accomplished Practices (FEAPs) State-adopted content standards (Florida
 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: Florida Educator Accomplished Practices (FEAPs) 	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: • Florida Educator Accomplished Practices (FEAPs)	 Program (PDCP) 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 training. The UCC components include: Florida Educator Accomplished Practices (FEAPs) State-adopted content standards (Florida Standards) prescribed in Rule 6A-1.09401,

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 Scientifically researched and evidence- based reading instruction 	 Scientifically researched and evidence- based reading instruction 	 Content literacy and mathematical practices
Content literacy and mathematical	Content literacy and mathematical	Strategies appropriate for instruction of
practices	practices	English language learners prescribed in
Strategies appropriate for instruction of	Strategies appropriate for instruction of	Rule 6A-4.0244, F.A.C.
English language learners prescribed in	English language learners prescribed in	Strategies appropriate for instruction of
Rule 6A-4.0244, F.A.C.	Rule 6A-4.0244, F.A.C.	students with disabilities
 Strategies appropriate for instruction of students with disabilities 	 Strategies appropriate for instruction of students with disabilities 	School safety
• School safety	School safety	
2.2 Passing Results on FTCE: The program	2.2 Passing Results on FTCE: The program	2.2 Passing Results on FTCE: The program will
will ensure that each candidate is	will ensure that each candidate is	ensure that each candidate is prepared to
prepared to pass each portion of the	prepared to pass each portion of the	pass each portion of the Florida Teacher
Florida Teacher Certification Examination	Florida Teacher Certification Examination	Certification Examination (FTCE) prior to
(FTCE) prior to program completion.	(FTCE) prior to program completion.	program completion.
2.3 Two-Year Guarantee: The program		2.3 Teacher Mentorship and Induction
will monitor and remediate program		Component: The program's teacher
completers who were referred by the		mentorship and induction component
employing school district during the first		includes each of the following:
two years immediately following		a. Provide weekly opportunities for
program completion.		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

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		 Follow-up discussions Mentorship and induction activities: Are provided for a program candidate's first year in the program Include the Uniform Core Curricula (UCC) Tollow-up discussions Mentorship and induction activities: Are provided for a program Include the Uniform Core Curricula (UCC) Are provided for a program Mentorship and induction activities: Are provided for a program Curricula (UCC) Are provided for a program Are provided for a progr
Standard 3. Quality of Clinical Placement, F	eedback and Candidate Performance	
•	clinical experiences, including feedback and s	upport for each program candidate, and
	emonstrate the ability to positively impact stu	•••
Initial Teacher Preparation (ITP) Program	Educator Preparation Institute (EPI)	Professional Development Certification
		Program (PDCP)
3.1 Field Experience Supervisor and	3.1 Field Experience Supervisor and	3.1 Mentor Qualifications: The program
Instructor Qualifications: The program	Instructor Qualifications: The program	will select qualified mentors that meet the
will ensure and monitor the	will ensure and monitor the	following requirements as outlined in s.
qualifications of postsecondary faculty	qualifications of postsecondary faculty	1012.56(8)(a)3.a., F.S.:
and school district personnel and	or private provider staff who instruct or	 Hold a valid professional certificate;
instructional personnel who instruct, direct or supervise field experience	supervise field experiences in which a candidate demonstrates his or her	 Earned at least 3 years of p – 12 teaching experience;
courses or internships in which a	impact on p-12 student learning growth,	 Completed specialized training in clinical
student candidate demonstrates his or	meet the requirements outlined in s.	supervision and participate in ongoing
her impact on p-12 student learning	1004.85(6), F.S.	mentor training provided through the
growth, meet the requirements outlined	, "	coordinated system of professional
in s. 1004.04(5)(a-b), F.S.		development under s. 1012.98(3)(e); and
		• Earned an effective or highly effective
		rating on the prior year's performance
		evaluation under s. 1012.34.

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3.2 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative Evaluation:
Evaluation: The program will use a	Evaluation: The program will use a	The program will use a state-approved
state-approved performance evaluation	state-approved performance evaluation	performance evaluation that is aligned with
that is aligned with the FEAPs and is	that is aligned with the FEAPs and is	the FEAPs and is utilized by the school
utilized by the partnering school district	utilized by the partnering school district	district for the final summative evaluation
for the final summative evaluation of	for the final summative evaluation of	of each program candidate's demonstration
each program candidate's	each program candidate's	of required knowledge, skills, and
demonstration of required knowledge,	demonstration of required knowledge,	professional behaviors in p-12 public
skills, and professional behaviors in p-12	skills, and professional behaviors in p-12	classroom settings. The final summative
public classroom settings. The final	public classroom settings. The final	evaluation includes an explicit focus on:
summative evaluation includes an	summative evaluation includes an	 Student engagement in learning and
explicit focus on:	explicit focus on:	participation in the lesson
 Student engagement in learning and 	Student engagement in learning and	 Impact of candidate instruction on
participation in the lesson	participation in the lesson	learning during the observed lesson
Impact of candidate instruction on	Impact of candidate instruction on	Specific, research-based classroom
learning during the observed lesson	learning during the observed lesson	management strategies
Specific, research-based classroom	Specific, research-based classroom	Use of formative assessment to inform
management strategies	management strategies	instruction
Use of formative assessment to	Use of formative assessment to	Differentiated instruction for English
inform instruction	inform instruction	Language Learners, Students with
Differentiated instruction for English	Differentiated instruction for English	Disabilities, and gifted needs
Language Learners, Students with	Language Learners, Students with	Academic feedback and questioning
Disabilities, and gifted needs	Disabilities, and gifted needs	Candidate content knowledge
Academic feedback and questioning	Academic feedback and questioning	_
Candidate content knowledge	Candidate content knowledge	
3.3 Impact on Student Learning	3.3 Impact on Student Learning	3.3 Impact on Student Learning Growth:
Growth: The program will ensure that	Growth: The program will ensure that	The program will ensure that each
each candidate positively impacts p-12	each candidate positively impacts p-12	candidate positively impacts p-12 student
student learning growth prior to	student learning growth prior to	learning growth prior to program
program completion.	program completion.	completion.

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 3.4 Feedback: The program will provide feedback to program candidates on their performance in field experiences which includes: Evidence of student learning Strategically builds on prior feedback Identifies key action steps for improvement 3.5 Field Experience Settings: 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. 	 3.4 Feedback: The program will provide feedback to program candidates on their performance in field experiences which includes: Evidence of student learning Strategically builds on prior feedback Identifies key action steps for improvement 3.5 Field Experience Settings: 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. 	3.4 Feedback: The program will provide feedback to program candidates on their performance which includes: • Evidence of student learning • Strategically builds on prior feedback • Identifies key action steps for improvement
Standard 4. Quality of Program Performand The program supports continuous improver candidates and completers. Initial Teacher Preparation (ITP) Program	ce Management ment that is sustained and evidence-based an Educator Preparation Institute (EPI)	d that evaluates the effectiveness of its Professional Development Certification
initial reacties Freparation (11F) Frogram	Lucator Freparation institute (LFI)	Program (PDCP)
4.1 Program Progress and Performance	4.1 Program Progress and Performance	4.1 Program Progress and Performance
Monitoring: The program will collect	Monitoring: The program will collect	Monitoring: The program will collect and
and use multiple sources of data to	and use multiple sources of data to	use multiple sources of data to monitor
monitor program progress and	monitor program progress and	program progress and performance.
performance.	performance.	

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4.2 Candidate Performance Monitoring:	4.2 Candidate Performance Monitoring:	4.2 Candidate Performance Monitoring:
The program will monitor candidate	The program will monitor candidate	The program will monitor candidate
performance, including impact on	performance, including impact on	performance, including impact on student
student learning growth and FTCE	student learning growth and FTCE	learning growth and FTCE results, to ensure
results, to ensure candidates are	results, to ensure candidates are	candidates are meeting program
meeting program expectations, and	meeting program expectations, and	expectations, and implement a remediation
implement a remediation process for	implement a remediation process for	process for candidates not meeting
candidates not meeting program	candidates not meeting program	program performance expectations.
performance expectations.	performance expectations.	
4.3 Monitoring Coursework and Field	4.3 Monitoring Coursework and Field	4.3 Monitoring Learning Resources and
Experiences: The program will monitor	Experiences: The program will monitor	Teacher Mentorship and Induction
the quality of coursework; connections	the quality of coursework; connections	Component: The program will monitor the
between program coursework and field	between program coursework and field	quality of the teacher mentorship and
experiences; and the observation and	experiences; and the observation and	induction component; and the observation
feedback system, including clinical	feedback system, including clinical	and feedback system, including clinical
education training.	education training.	education training.
4.4 Continuous Improvement Process:	4.4 Continuous Improvement Process:	4.4 Continuous Improvement Process: The
The program has a formal system for	The program has a formal system for	program has a formal system for continuous
continuous improvement that includes	continuous improvement that includes	improvement that includes stakeholders
stakeholders (roles and responsibilities)	stakeholders (roles and responsibilities)	(roles and responsibilities) who will be
who will be involved in the decision-	who will be involved in the decision-	involved in the decision-making process for
making process for determining the	making process for determining the	determining the enhancement of program
enhancement of program elements and	enhancement of program elements and	elements and capacity for impacting p-12
capacity for impacting p-12 student	capacity for impacting p-12 student	student learning including how their input
learning including how their input will be	learning including how their input and	will be used to support continuous program
used to support continuous program	employer satisfaction surveys will be	improvement.
improvement.	used to support continuous program	
	improvement.	

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