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)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
1.1 Admission Requirements:	1.1 Admission Requirements:	1.1 Admission Requirements:	1.1 Admission Requirements:
Admission requirements,	Admission requirements,	Admission requirements,	Admission requirements,
processes and methods used to	processes and methods used to	processes and methods used to	processes and methods used to
determine candidates meet the	determine candidates meet the	determine candidates meet the	determine that candidates, prior
state-mandated requirements	state-mandated requirements	state-mandated requirements	to admission, have a state-
outlined in s. 1004.04(3)(b), F.S.,	outlined in s. 1004.85(3)(b), F.S.,	outlined in s. 1012.56(8), F.S.,	issued temporary teaching
prior to admission, ensuring	prior to admission, ensuring	prior to admission, ensuring	certificate, and are employed in
candidates have a Grade Point	candidates have obtained a	candidates have a state-issued	an instructional position within a
Average of at least a 2.5 on a 4.0	statement of status of eligibility as	temporary teaching certificate;	school district, or private school
scale.	prescribed in section 1012.56,	and are employed in an	or state-supported public school
	F.S., that indicates his or her	instructional position within the	with a state-approved PEC
	eligibility for the certification	school district.	program.
	subject area.		
1.2 Ombudsman: Certification	1.2 Ombudsman: Certification		
ombudsman is provided.	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. The program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities. For the purposes of this requirement, identity politics means learning activities that promote the theory that an individual adheres to a political viewpoint based on the persons race, color, national origin, sex, disability, religion or marital status.

Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
2.1 Passing Results on FTCE:	2.1 Passing Results on FTCE:	2.1 Passing Results on FTCE:	
Before program completion,	Before program completion,	Before program completion,	

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each candidate successfully passed each subsection of the Florida Teacher Certification Examination (FTCE).	each candidate successfully satisfied each subsection of the Florida Teacher Certification Examination (FTCE).	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).			
2.3 Program Assurance: The program verifies and submits a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are	2.2 Program Assurance: The program verifies and submits a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are	2.2 Program Assurance: The program verifies and submits a written statement that the program does not distort historical events; does not include curriculum or instruction that promotes identity politics or violates s. 1000.05, F.S.; and does not use curriculum or instruction based on theories that systematic racism, sexism, oppression and privilege are	

inherent in the institutions of	inherent in the institutions of	inherent in the institutions of	
the United States and were	the United States and were	the United States and were	
created to maintain social,	created to maintain social,	created to maintain social,	
political and economic	political and economic	political and economic	
inequities.	inequities.	inequities.	
Standard 3. Quality of Clinical Place	ment, Feedback and Candidate Perfo	ormance	
The program ensures high-quality fi	eld and clinical experiences, including	g feedback and support for each pro	ogram candidate, and provides
candidates with opportunities to de	monstrate the ability to positively imp	pact student learning growth.	
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
3.1 Field Experience Supervisor	3.1 Field Experience Supervisor	3.1 Mentor Qualifications: The	3.1 Optional Mentor
and Instructor Qualifications:	and Instructor Qualifications:	program will select qualified	Qualifications: If the program
The program assures that	The program assures that	mentors that meet the following	elects to include a mentorship
postsecondary faculty and	postsecondary faculty or private	requirements as outlined in s.	component, the program will
school district personnel and	provider staff, and school	1012.56(8)(a)1., F.S.:	select qualified mentors that
instructional personnel who	district personnel and	Hold a valid professional	meet the following requirements
instruct, direct or supervise field	instructional personnel who	certificate;	as outlined in s.
experience courses or	instruct or supervise field	Earned at least 3 years of p –	1012.56(8)(a)1.,F.S.:
internships in which a student	experiences in which a	12 teaching experience;	Hold a valid professional
candidate demonstrates his or	candidate demonstrates his or	Completed training in clinical	certificate;
her impact on p-12 student	her impact on p-12 student	supervision and participate in	Earned at least three years of
·	·	ongoing mentor training	p-12 teaching experience;
learning growth, meet the	learning growth, meet the	provided through the	Completed training in clinical
requirements outlined in s.	requirements outlined in s.	coordinated system of	supervision and participate in
1004.04(5)(a-b), F.S.	1004.85(6), F.S.	professional learning under s. 1012.98(4)(e); and	ongoing mentor training provided through the
		• Earned an effective or highly	coordinated system of
		effective rating on the prior	professional learning under s.
		year's performance evaluation	1012.98(4)(e), F.S.; and
		year 3 periormance evaluation	• Earned an effective or highly
			effective rating on the prior
			year's performance evaluation
			year 3 perioritance evaluation

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3.2 Impact on Student Learning	3.2 Impact on Student Learning	3.2 Impact on Student	
Growth: The program ensures	Growth: The program ensures	Learning Growth: The	
that each candidate positively	that each candidate positively	program ensures that each	
impacts p-12 student learning	impacts p-12 student learning	candidate positively impacts	
growth prior to program	growth prior to program	p-12 student learning growth	
completion.	completion.	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.

and completers.		D (: 1)	D (: 151 ::
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
4.4 Continuous Improvement	4.4 Continuous Improvement	4.4 Continuous Improvement	4.1 Program Progress and
Process: The program has a	Process: The program has a	Process: The program has a	Performance Monitoring: The
formal system for continuous	formal system for continuous	formal system for continuous	program has a formal system
improvement that includes	improvement that includes	improvement that includes	that includes annually
stakeholders (roles and	stakeholders (roles and	annually reported program	reported program
responsibilities) who will be	responsibilities) who will be	performance management	performance management
involved in the decision-making	involved in the decision-making	data and stakeholders (roles	data that informs the decision-
process for determining the	process for determining the	and responsibilities) who will	making process for
enhancement of program	enhancement of program	be involved in the decision-	determining the enhancement
elements and capacity for	elements and capacity for	making process for	of program elements and
impacting p-12 student learning	impacting p-12 student learning.	determining the enhancement	capacity for impacting p-12
including how their input and		of program elements and	student learning.
the results of employer and		capacity for impacting p-12	
completer satisfaction surveys		student learning including how	
designed to measure the		their input will be used.	
sufficient preparation of			
program completers and			
institutional responsiveness will			
be used.			

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