Standard 1. Quality of Selection

Effective Date: May 2025

The program admits high-quality teacher candidates who meet state mandated admission requirements and show potential for the teaching profession.

profession.			
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
1.1 Admission Requirements: The	1.1 Admission Requirements: The	1.1 Admission Requirements: The	1.1 Admission Requirements: The
program will admit candidates	program will admit candidates	program will admit candidates	program will admit candidates
that have met the state-mandated	that have met the state-mandated	that have met the state-mandated	who have a state-issued
requirements outlined in s.	requirements outlined in s.	requirements outlined in s.	temporary teaching certificate,
1004.04(3)(b), F.S., prior to	1004.85(3)(b), F.S., prior to	1012.56(8), F.S., prior to	and are employed in an
admission, ensuring candidates	admission, ensuring candidates	admission, ensuring candidates	instructional position within a
have a Grade Point Average of at	have obtained a statement of	have a state-issued temporary	school district, or private school or
least a 2.5 on a 4.0 scale.	status of eligibility that indicates	teaching certificate; and are	state-supported public school
	his or her eligibility for the	employed in an instructional	with a state-approved PEC
	certification subject area.	position within the school district,	program.
		charter school or charter	
		management organization.	
1.2 Data Collection and	1.2 Data Collection and	1.2 Data Collection and	1.2 Data Collection and
Reporting: The program will	Reporting: The program will	Reporting: The program will	Reporting: The program will
annually collect, monitor and	annually collect, monitor and	annually collect, monitor and	annually collect, monitor and
report data on candidates who	report data on candidates who	report data on candidates who	report data on candidates who
were admitted, enrolled and	were admitted, enrolled and	were admitted, enrolled and	were admitted, enrolled and
completed the program.	completed the program.	completed the program.	completed the program.
1.3 Ombudsman: The program	1.3 Ombudsman: The program		
has a certification ombudsman to	has a certification ombudsman to		
facilitate the process and	facilitate the process and		
procedures required for graduates	procedures required for graduates		
to obtain educator professional or	to obtain educator professional or		
temporary certification pursuant	temporary certification pursuant		
to s. 1012.56, F.S.	to s. 1012.56, F.S.		

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1.4 Educational Plan:	1.3 Individualized Plan:	1.3 Optional Individualized Plan:
The program will develop an	The program will conduct an	The program will conduct an initial
educational plan as outlined in s.	initial evaluation of each	evaluation of each candidate's
1004.85(3)(a)2., F.S., for each	candidate's competencies to	competencies to determine an
candidate to meet all	determine an appropriate	appropriate individualized
requirements for a Florida	individualized professional	professional development plan.
Professional Educator's Certificate	development plan.	
in the subject area(s) in which the		
candidate has a statement of		
status of eligibility.		

Standard 2. Quality of Content Knowledge and Teaching Methods

Effective Date: May 2025

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 Uniform Core Curricula: The	2.1 Uniform Core Curricula: The	2.1 Uniform Core Curricula: The	
program will instruct and assess	program will instruct and assess	program will instruct and assess	
each candidate's mastery of the	each candidate's mastery of the	each candidate's mastery of the	
Uniform Core Curricula (UCC) in	Uniform Core Curricula (UCC) in	Uniform Core Curricula (UCC) in	
the candidate's certification	the candidate's certification	the candidate's certification	
subject area(s) during coursework	subject area(s) during coursework	subject area(s) during training.	
and field experience(s). The UCC	and field experience(s). The UCC	The UCC components include:	
components include:	components include:	The Florida Educator	
 Candidate instruction and 	The Florida Educator	Accomplished Practices (FEAP)	
assessment in the Florida	Accomplished Practices (FEAP)	across content areas	
Educator Accomplished	across content areas		

Practices (FEAP) across content areas Use of state academic standards prescribed in s. 1003.41, F.S., and prescribed in s. 1003.41, F.S.,	

in crisis or experiencing a mental challenge and the

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referral of such student to a mental health professional for support • Strategies to support the use of technology in education and distance learning • Strategies and practices to support effective, research-based assessment and grading practices aligned to the state's academic standards			
	2.2 Dessing Descrits on FTCF. The	2.2 Dessing Desults on FTCF. The	
2.2 Passing Results on FTCE: The	2.2 Passing Results on FTCE: The	2.2 Passing Results on FTCE: The	
program will ensure that each	program will ensure that each	program will ensure that each	
candidate is prepared to pass each	candidate is prepared to pass each	candidate is prepared to pass each	
portion of the Florida Teacher	portion of the Florida Teacher	portion of the Florida Teacher	
Certification Examination (FTCE)	Certification Examination (FTCE)	Certification Examination (FTCE)	
prior to program completion.	prior to program completion.	prior to program completion. 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.	

2.3 Two-Year Guarantee: The	2.3 Teacher Mentorship and	2.1 Optional Teacher
program will monitor and	Induction Component: The	Mentorship and Induction
remediate program completers	program's teacher	Component: The program's
who were referred by the	mentorship and induction	teacher mentorship and
employing school district during	component includes each of	induction component
the first two years immediately	the following:	includes each of the
following program completion.	a. Provide routine	following:
	opportunities for	a. Provide routine
	mentoring and induction	opportunities for
	activities, including:	mentoring and induction
	 Ongoing professional 	activities, including:
	learning targeted to a	 Ongoing professional
	teacher's needs	learning targeted to a
	 Opportunities for a 	teacher's needs
	teacher to observe	 Opportunities for a
	other teachers	teacher to observe
	 Co-teaching 	other teachers
	experiences	Co-teaching
	Reflection	experiences
	 Follow-up discussions 	Reflection
	b. Mentorship and	 Follow-up discussions
	induction activities:	
	 Are provided for a 	
	program candidate's	
	first year in the	
	program	
	 Include the Uniform 	
	Core Curricula (UCC)	

2.4 Program Assurance: The	2.3 Program Assurance: The	2.4 Program Assurance: The	
program verifies and submits a	program verifies and submits a	program verifies and submits a	
written statement that the	written statement that the	written statement that the	
program does not distort	program does not distort	program does not distort	
historical events; does not	historical events; does not	historical events; does not	
include curriculum or instruction	include curriculum or instruction	include curriculum or instruction	
that promotes identity politics	that promotes identity politics	that promotes identity politics	
or violates s. 1000.05, F.S.; and	or violates s. 1000.05, F.S.; and	or violates s.1000.05, F.S.; and	
does not use curriculum or	does not use curriculum or	does not use curriculum or	
instruction based on theories	instruction based on theories	instruction based on theories	
that systematic racism, sexism,	that systematic racism, sexism,	that systematic racism, sexism,	
oppression and privilege are	oppression and privilege are	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 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)	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 will ensure and	The program will ensure and	mentors that meet the following	elects to include a mentorship
monitor the qualifications of	monitor the qualifications of	requirements as outlined in s.	component, the program will
postsecondary faculty and	postsecondary faculty or private	1012.56(8)(a)3.a., F.S.:	select qualified mentors that
school district personnel and	provider staff and school district	Hold a valid professional	meet the following
instructional personnel who	personnel and instructional	certificate;	requirements as outlined in s.
instruct, direct or supervise field	personnel who instruct or	• Earned at least 3 years of p –	1012.56(8)(a)3.a., F.S.:
experience courses or	supervise field experiences in	12 teaching experience;	 Hold a valid professional

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.	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.	 Completed 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 	certificate; • Earned at least three years of p-12 teaching experience; • Completed 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 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative	3.2 Candidate Final Summative
Evaluation: The program will	Evaluation: The program will	Evaluation: The program will	Evaluation: The program will
use a state-approved	use a state-approved	use a state-approved	develop and maintain a system
performance evaluation that is	performance evaluation that is	performance evaluation that is	for each candidate to
aligned with the FEAP and is	aligned with the FEAP and is	aligned with the FEAP and is	demonstrate mastery of
utilized by the partnering school	utilized by the partnering school	utilized by the school district for	professional preparation and
district for the final summative	district for the final summative	the final summative evaluation	education competence through
evaluation of each program	evaluation of each program	of each program candidate's	classroom application of the
candidate's demonstration of	candidate's demonstration of	demonstration of required	FEAP and instructional
required knowledge, skills, and	required knowledge, skills, and	knowledge, skills, and	performance. For public schools,
professional behaviors in p-12	professional behaviors in p-12	professional behaviors in p-12	the system must be aligned with
public classroom settings. The	public classroom settings.	public classroom settings.	the district's or state-supported
final summative evaluation			public school's evaluation
includes an explicit focus on:			system established under s.
 Student engagement in 			1012.34, F.S.
learning and participation in			

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the lesson		
Impact of candidate		
instruction on learning during		
the observed lesson		
Specific, research-based		
classroom management		
strategies		
• Use of formative assessment		
to inform instruction		
Differentiated instruction for		
English Language Learners,		
Students with Disabilities, and		
gifted needs		
Academic feedback and		
questioning		
Candidate content knowledge		

		X X	
3.3 Impact on Student Learning	3.3 Impact on Student Learning	3.3 Impact on Student Learning	
Growth: The program will	Growth: The program will	Growth: The program will	
ensure that each candidate	ensure that each candidate	ensure that each candidate	
positively impacts p-12 student	positively impacts p-12 student	positively impacts p-12 student	
learning growth prior to	learning growth prior to	learning growth prior to	
program completion.	program completion.	program completion.	
3.4 Feedback: The program will	3.4 Feedback: The program will	3.4 Feedback: The program will	3.3 Feedback: The program will
provide specific and actionable	provide specific and actionable	provide specific and actionable	provide specific and actionable
feedback to program candidates	feedback to program candidates	feedback to program candidates	feedback to program candidates
on their performance in field	on their performance in field	on their performance that:	on their performance that:
experiences that:	experiences that:	Includes measurable evidence	Includes measurable evidence
Includes measurable evidence	Includes measurable evidence	of student learning	of student learning
of student learning	of student learning	Strategically builds on prior	Strategically builds on prior
Strategically builds on prior	Strategically builds on prior	feedback	feedback
feedback	feedback	Identifies key action steps for	Identifies key action steps for
 Identifies key action steps for 	Identifies key action steps for	improvement	improvement
improvement	improvement	·	·
3.5 Field Experience Settings:	3.5 Field Experience Settings:		
The program will, based on	The program will, based on		
data, select and monitor	data, select and monitor		
settings for teacher candidates	settings for teacher candidates		
to gain practical experience for	to gain practical experience for		
developing effective teaching	developing effective teaching		
skills in schools that are high	skills in schools that are high		
performing and/or improving	performing and/or improving.		
with a diverse population of			
prekindergarten through grade			
12 (p-12) students. The settings			
must be in a variety of			
challenging environments to			

include, but not limited to high-			
poverty schools, urban schools			
and rural schools. The settings			
must also serve low-achieving			
students.			
Standard 4. Quality of Program Per	formance Management		
The program supports continuous in completers.	mprovement that is sustained and evi	dence-based and that evaluates the ϵ	effectiveness of its candidates and
Initial Teacher Preparation (ITP)	Educator Preparation Institute	Professional Learning	Professional Education
Program	(EPI)	Certification Program (PLCP)	Competency (PEC) Program
4.1 Program Progress and	4.1 Program Progress and	4.1 Program Progress and	4.1 Program Progress and
Performance Monitoring: The	Performance Monitoring: The	Performance Monitoring: The	Performance Monitoring: The
program will collect and use	program will collect and use	program will collect, use and	program will collect, use and
multiple sources of data to	multiple sources of data to	annually report multiple sources	annually report multiple sources
monitor program progress and	monitor program progress and	of data to monitor program	of data to monitor program
performance that includes	performance that includes	progress and performance that	progress and performance.
regular and data-based self-	regular and data-based self-	includes regular and data-based	
assessment.	assessment.	self-assessment.	
4.2 Candidate Performance	4.2 Candidate Performance	4.2 Candidate Performance	4.2 Optional Candidate
Monitoring: The program will	Monitoring: The program will	Monitoring: The program will	Performance Monitoring: The
monitor candidate performance,	monitor candidate performance,	monitor candidate performance,	program will monitor candidate
including impact on student	including impact on student	including impact on student	performance to ensure
learning growth and FTCE	learning growth and FTCE	learning growth and FTCE	candidates are meeting program
results, to ensure candidates are	results, to ensure candidates are	results, to ensure candidates are	expectations and implement a
meeting program expectations,	meeting program expectations,	meeting program expectations,	remediation process for
and implement a remediation	and implement a remediation	and implement a remediation	candidates not meeting program
process for candidates not	process for candidates not	process for candidates not	performance expectations.
meeting program performance	meeting program performance	meeting program performance	
expectations.	expectations.	expectations.	

4.3 Monitoring Coursework and	4.3 Monitoring Coursework and	4.3 Monitoring Learning	4.3 Optional Monitoring
Field Experiences: The program	Field Experiences: The program	Resources and Teacher	Learning Resources and
will monitor the quality of	will monitor the quality of	Mentorship and Induction	Teacher Mentorship and
coursework; connections	coursework; connections	Component: The program will	Induction Component: If the
between program coursework	between program coursework	monitor the length of time and	program elects to include a
and field experiences; and the	and field experiences; and the	quality of the teacher	mentorship component, the
observation and feedback	observation and feedback	mentorship and induction	program will monitor the length
system, including clinical	system, including clinical	component; and the	and quality of the teacher
education training.	education training.	observation and feedback	mentorship component, the
		system, including clinical	observation and feedback
		education training.	system, and the clinical
			education training.
4.4 Continuous Improvement	4.4 Continuous Improvement	4.4 Continuous Improvement	
Process: The program has a	Process: The program has a	Process: The program has a	
formal system for continuous	formal system for continuous	formal system for continuous	
improvement that includes	improvement that includes	improvement that includes	
stakeholders (roles and	stakeholders (roles and	stakeholders (roles and	
responsibilities) who will be	responsibilities) who will be	responsibilities) who will be	
involved in a data based	involved in a data based	involved in the decision-making	
decision-making process for	decision-making process for	process for determining the	
determining the enhancement	determining the enhancement	enhancement of program	
of program elements and	of program elements and	elements and capacity for	
capacity for impacting p-12	capacity for impacting p-12	impacting p-12 student learning	
student learning including how	student learning including how	including how their input will be	
their input and completer and	their input will be used to	used to support continuous	
employer satisfaction surveys	support continuous program	program improvement.	
will be used to support	improvement.		
continuous program			
improvement.			