

Rule 6A-5.066 is substantially rewritten. (See Florida Administrative Code for current text.)

6A-5.066 Approval of Educator ~~Preservice Teacher~~ Preparation Programs. The Florida Legislature and State Board of Education recognize multiple pathways for demonstrating the standards required to qualify for a Professional Florida Educator's Certificate. This rule sets forth the requirements and implementation of the approval process for each type of educator preparation program offered by a Florida postsecondary institution or public school district. Each institution offering any program prescribed in this section shall report to the Department annually the number of participants enrolled in each program and the number of program completers.

(1) Initial Teacher Preparation Programs.

(a) General Criteria. The Department of Education is authorized pursuant to Section 1004.04, Florida Statutes, to approve initial teacher preparation programs and to grant extensions of approvals in accordance with the provisions of this rule. Initial Teacher Preparation Programs include all programs that prepare instructional personnel and result in qualification for an initial Professional Florida Educator's Certificate in the program area(s). Each approval or extension shall be for the period of time determined by the Department of Education but

shall not exceed seven (7) years.

1. An institution eligible to offer one or more approved programs shall be a Florida public or nonpublic institution that requests approval of an initial educator preparation program, has legal authority to grant appropriate baccalaureate or post-baccalaureate degrees for an area of certification specified in Chapter 6A-4, FAC., and meets accreditation requirements as prescribed in Rule 6A-4.003(1), FAC. A newly-created state institution that meets approval requirements described in 6A-4.003, F.A.C., shall be considered as having met the accreditation requirement.

~~\_\_\_\_\_ a. Is a member of the State University System of Florida and is accredited by the Southern Association of Colleges and Schools or is a newly-created state institution and meets approval requirements described in Rule 6A-4.003, FAC., or~~

~~b. Is a member of the Independent Colleges and Universities of Florida and is accredited by the Southern Association of Colleges and Schools, or~~

~~c. Is a community college with approval from the State Board of Education to offer baccalaureate degrees in education that is accredited by the Southern Association of Colleges and Schools.~~

2. Each institution shall designate to a college, school, department, or division, the responsibility for coordinating the

planning and administering of all initial teacher preparation programs offered by the institutions, shall provide for the endorsement of transcripts for candidates who complete the program, and shall be responsible for travel, food, and lodging expenses for members of the site visit evaluation team, as necessary.

(b) Uniform Core Curricula. A uniform core curriculum is established pursuant to Section 1004.04, Florida Statutes, which must be provided by each institution with an approved program and shall include:

1. The competencies contained in the Florida Educator Accomplished Practices at the preprofessional level as prescribed in Rule 6A-5.065, FAC.,

2. The Competencies and Skills for Teacher Certification as prescribed in Rule 6A-4.0021, FAC., and

3. Scientifically-based reading instructional methods appropriate to the candidate's subject area(s) as follows:

a. Candidates in pre-kindergarten-primary, elementary and exceptional student education shall be prepared in reading competencies one (1) through five (5) of the State Board approved reading endorsement, or

b. Candidates in middle grades, secondary, and K-12 special area certification programs shall be prepared in state-approved

competencies 1 (one) and 2 (two) of the State Board approved reading endorsement;

4. Additional content and instructional practices listed in Subsections 1004.04(2), (3), and (5), Florida Statutes.

(c) Initial State Program Approval. Each institution seeking initial approval of an initial teacher preparation program shall submit a request in writing from the chief executive officer to the Commissioner specifying the certification areas and levels for which approval is sought and providing evidence of all of the following:

1. The institution has adopted a program philosophy and objectives which directly respond to needs assessed and projected for educators both in the institution's local service area(s) and the state as a whole.

2. The institution has established a comprehensive program that meets the following requirements:

a. Admits only candidates who meet admission requirements described in Subsection 1004.04(4), Florida Statutes. Candidates in graduate level programs may demonstrate mastery of general knowledge for admission purposes by presenting a composite quantitative-verbal score of one thousand (1000) on the Graduate Record Exam (GRE);

b. Provides instruction in and assesses each candidate's

performance in demonstrating the competencies of the Uniform Core Curricula described in paragraph (1)(b) of this rule, so that candidates will be prepared to teach students from diverse cultures and of varying exceptionalities and performance levels, all in a variety of settings, including high-need schools. The program description must include in which courses the Uniform Core Curricula competencies will be taught and assessed.

c. Prepares all candidates to continually assess student progress in a variety of ways and to base instructional practice on analysis of student data;

d. Provides for field experiences in K-12 classroom settings as described in Subsection 1004.04(6), Florida Statutes, throughout the program, including a culminating experience of no less than ten (10) weeks in duration;

e. Endorses as program completers only candidates who demonstrate the Educator Accomplished Practices at the preprofessional level through the required field experiences and earn passing scores on all portions of the Florida Teacher Certification Examination (FTCE) required in Section 1012.56, Florida Statutes;

3. The institution has employed faculty who meet the requirements of Subsection 1004.04(6), Florida Statutes, and who document more than one (1) instance of onsite participation in

one (1) or more K-12 school settings during the regular school year. Activities must be related to the preparation course(s) they teach.

4. The institution has a means for collecting performance data on admitted candidates and program completers as prescribed in Subsections 1004.04(4) and (5), Florida Statutes

5. The institution has developed a plan for providing additional support and/or remediation of program completers in their first two (2) years of teaching pursuant to Subsection 1004.04(5), Florida Statutes. Such plan must be primarily based upon the achievement data of the students that the program completer teaches. The individualized plan provided to the program completer in need of remediation must include instruction and mentoring at the school site where the completer is employed, and shall not include the same course or courses already completed by the teacher while she/he was a candidate in the program.

6. The institution publishes a document or documents that describe(s) the qualitative and quantitative requirements for initial educator preparation program completion, including the means and courses through which the Uniform Core Curricula competencies are assessed.

Based upon the recommendations of a review team, the Commissioner

shall notify the institution in writing of the approval or denial of approval for each initial educator preparation program included in the request. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration of approval. For programs receiving initial approval, the institution shall be appraised of the requirements for continued approval.

(d) Continued program approval.

1. Continued approval of each initial educator preparation program shall be based upon the Department's review of the institution's institutional program evaluation plan (IPEP), which is the institution's description of its continuous improvement of the program throughout the approval period as described in Subsection 1004.04(5), Florida Statutes. The IPEP shall be based upon an annual internal analysis of collected data and published annually for the general public. The IPEP shall include at a minimum data from each year of the program approval period collected by the teacher education unit for candidates in each approved program and across all programs approved at the institution. The IPEP data must include, but is not limited to:

a. Candidates' admission and FTCE pass rate data required in Section 1004.04, Florida Statutes;

b. Candidates' demonstration of teaching competencies

included in the Uniform Core Curricula described in paragraph (1)(b) of this rule and additional performance indicators specified in Subsection 1004.04(5), Florida Statutes;

c. Program completers' impact on student learning and satisfaction with their preparedness for the first year of teaching in a Florida school based upon completing an approved program; and

d. The satisfaction level of employers of program completers with the level of preparedness for the first year of teaching, including the rehire rates of program completers.

2. During the final year of the program approval period, the Department shall examine the results of the institution's annual reviews for each year of the approval period and the findings of the institutional site visit team. The Department shall then recommend to the Commissioner continued approval or denial of approval for each initial educator preparation program. The institution shall be notified in writing of the continued approval decision. A denial of approval shall include identification of specific areas of program weakness.

(e) Relationship of initial educator preparation program approval and educator certification.

1. Programs may be approved only in areas and levels for which state certification coverage and endorsement are available.

2. Requirements and activities in an approved initial teacher preparation program may vary significantly from the descriptions contained in Chapter 6A-4, FAC.

3. A candidate who completes an approved initial teacher program shall be eligible for the appropriate educator certificate of the type and coverage for which the program has been approved, provided that the candidate meets other requirements for educator certification as specified in Section 1012.56, Florida Statutes, and Chapter 6A-4, FAC.

4. A candidate in a graduate level program who holds a valid Florida Educator's Professional Certificate at the time of graduation may satisfy the testing requirements for program completion by earning a passing score on only the subject area examination required in Section 1012.56, Florida Statutes. A candidate who completes an approved program only in an endorsement area must demonstrate the competencies required for specialization in the endorsement.

(f) Reinstatement of Program Approval. The approval of a program may be reinstated by the Department at the request of the chief executive officer of the institution upon documentation of compliance with the requirements for initial approval of educator preparation programs, as provided in this rule.

(2) Professional Preparation Programs.

(a) General Criteria. Professional preparation programs are programs offered by Florida post-secondary institutions or public school districts through which candidates document mastery of professional preparation and education competence as provided for in Section 1012.56(5), Florida Statutes.

(b) School District Alternative Certification and Education Competency Programs.

1. The competency-based state model alternative certification program and approved district competency-based alternative certification programs developed pursuant to Subsection 1012.56(7), Florida Statutes, shall require documentation of the following for each program completer prior to exiting the program:

a. The competencies contained in the Educator Accomplished Practices at the pre-professional level described in Rule 6A-5.065, FAC.;

b. State-approved competency 2 (two) of the State Board approved reading endorsement; and

c. The additional instructional practices prescribed in Subsection 1012.56(7), Florida Statutes.

d. The Competencies and Skills for Teacher Certification-Professional Preparation as described in Rule 6A-4.003, FAC., as evidenced by a passing score on the Professional Education Test

of the FTCE;

2. Verification of the candidate's successful completion of a district's approved alternative certification and education competence program shall be submitted to the Department by the district superintendent. Competencies listed in sub-subparagraphs (2)(b)1.a. through c. of this rule must be demonstrated as a K-12 classroom teacher while holding a valid temporary educator certificate.

3. Initial District-developed Program Approval. Initial program approval for a program developed and submitted for approval by a school district of their own model for alternative certification shall be conducted by the Department of Education and shall ensure that each approved program provides an assessment system and instructional support for teachers to demonstrate the competencies outlined in this section and includes all program components prescribed in Subsection 1012.56(7), Florida Statutes.

4. Continued Program Review. The Department shall provide periodic review of all district programs offered pursuant to this section. The review cycle shall be based at a minimum upon the following:

a. Program completion data to include pass rates on the Professional Education Test of FTCE; evidence of participants'

demonstration of the Educator Accomplished Practices; participant satisfaction with the training and support received in the program, including their preparedness to teach upon completion; and program completers' impact on K-12 student learning;

b. Employer satisfaction data on participant's ability to demonstrate the Educator Accomplished Practices and rehire rates of program participants and completers.

(c) Programs Delivered through Educator Preparation Institutes.

1. The competency-based alternative certification programs developed and delivered through an Educator Preparation Institute pursuant to Section 1004.85, Florida Statutes, shall require documentation of the following for each program completer prior to exiting the program:

a. The competencies contained in the Educator Accomplished Practices at the pre-professional level described in Rule 6A-5.065, FAC;

b. State-approved competency 2 (two) of the State Board approved reading endorsement; and

c. The additional instructional practices prescribed in Subsection 1004.85(3), Florida Statutes;

d. The Competencies and Skills for Teacher Certification-Professional Preparation as described in Rule 6A-4.003, FAC., as

evidenced by a passing score on the Professional Education Test of the FTCE;

2. Verification of the candidate's successful completion of the program shall be submitted to the Department by the approved institution. Competencies listed in subsubparagraphs (2)(c)1.a. through c. of this rule must be demonstrated in a K-12 classroom setting either through preservice field experiences or as a K-12 classroom teacher while holding a valid temporary educator certificate.

3. Initial Program Approval. Initial program approval shall be conducted by the Department and shall ensure that each approved program provides an assessment system and instructional support for candidates to demonstrate the competencies outlined in this section. Institutions must meet institutional and faculty requirements listed in Section 1004.85, Florida Statutes.

4. Continued Program Approval. Continued program approval shall be determined by the Department based upon at a minimum, the following:

a. Program completion data to include pass rates on the Florida Teacher Certification Examinations; evidence of participants' demonstration of the Educator Accomplished Practices; participant satisfaction with the training and support received in the program, including their preparedness to teach

upon completion; and program completers' impact on K-12 student learning;

b. Employer satisfaction data on participant's ability to demonstrate the Educator Accomplished Practices and rehire rates of program participants and completers.

(3) Professional Training Option for Content Majors.

(a) A postsecondary institution with an approved initial teacher preparation program pursuant to subsection (1) of this rule may offer a Professional Training Option for content majors attending its institution, which will satisfy professional preparation course work pursuant to Rule 6A-4.006(2), FAC. The institution may choose to offer this option as a minor, based upon established institutional protocol. The institution must provide an endorsement of transcripts for each individual who completes the Professional Training Option.

(b) Upon the completion of the Professional Training Option, the candidate will:

1. Have received pre-professional level training in the Educator Accomplished Practices and competency two (2) of the reading endorsement;

2. Have completed integrated school-based observation/participation experiences associated with all competencies covered in the Professional Training Option; and

3. Satisfy professional preparation course work as described in Rule 6A-4.006(2), FAC.

(c) The Department shall approve the Professional Training Option. To receive approval, the requesting institution must provide evidence of a series of courses that accomplish the required training and field experiences listed in subparagraphs (4) (b)1. and 2. of this rule. Upon receiving approval, an institution will not be required to resubmit its Professional Training Option for re-approval unless the competencies in subparagraphs (4) (b)1. of this rule are changed.

~~Specific Authority Chapter 97-4, Laws of Florida, 1001.04, 1004.85, 1012.56 231.546, 240.529, FS. Law Implemented Chapter 97-4, Laws of Florida, 1001.04, 1004.85, 1012.56 231.546, 240.529, FS. History - New 7-2-98, Amended 8-7-2000,~~

**6A-5.066 Approval of Preservice Teacher Preparation Programs.**

(1) General Criteria.

(a) The Department of Education is authorized to approve preservice teacher preparation programs and to grant extensions of approvals in accordance with the provisions of this rule. Each approval or extension shall be for the period of time determined by the Department of Education but shall not exceed five (5) years.

(b) Each institution seeking initial approval of a teacher preparation program shall submit a request in writing from the chief executive officer to the Commissioner and include documentation of all components prescribed in subsection (3) of this rule. The request shall specify the certification areas and levels for which approval is sought.

(c) Public and nonpublic colleges and universities requesting approval of a preservice teacher preparation program(s) shall meet the following conditions:

1. Have legal authority to grant appropriate baccalaureate or post-baccalaureate degrees for an area

of certification specified in Chapter 6A-4, FAC., and meet requirements for recognition as prescribed in Rule 6A-4.003(1), FAC.

2. State the qualitative and quantitative requirements for graduation and provide an endorsement of transcripts for students who complete an approved teacher preparation program.

3. Submit annually to the Department a list of students admitted to each teacher preparation program which documents that at least ninety (90) percent of the students admitted to a teacher preparation program meet the following admission requirements:

a. Have a grade point average of at least 2.5 on a 4.0 scale for the general education courses of the undergraduate studies, or have completed requirements and been awarded a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined in Rule 6A-4.003, FAC., and

b. Demonstrate mastery of general knowledge,

including the ability to read, write, and compute by passing the College Level Academic Skills Test (CLAST) or the Praxis I: Academic Skills Test. Passing standards for the College-Level Academic Skills Test are prescribed in Rule 6A-10.0312, FAC. Passing standards for the Praxis I are prescribed in Rule 6A-4.0021, FAC. For graduate level teacher preparation programs, a total Quantitative-Verbal Graduate Record Examination (GRE) score of one thousand (1000) may be accepted.

4. Submit annually to the Department a list of the program graduates of each teacher preparation program.

5. Provide each program participant a clinical program which includes, as a minimum, instruction in the subject matter content standards and the educator accomplished practices prescribed in paragraph (3)(b) of this rule. Completion of the program shall require demonstration of the subject matter content standards and the educator accomplished practices as prescribed in paragraph (3)(b) of this rule.

6. Designate to a college, school, department, or division, the responsibility for coordinating the planning and administering of all teacher preparation programs offered by the institution.

7. Be responsible for travel, food, and lodging expenses for members of the evaluation committee, as necessary.

(2) Relationship of teacher preparation program approval and teacher certification.

(a) Programs may be approved only in areas and levels for which state certification coverage is available.

(b) Requirements and activities in an approved teacher education program may vary significantly from the descriptions contained in Chapter 6A-4, FAC.

(c) A candidate who completes an approved preservice program shall be eligible for the appropriate teaching certificate of the type and coverage for which the program has been approved provided that the candidate meets other requirements for teacher certification as specified in Section 231.17, Florida Statutes, and Chapter 6A-4, FAC.

(3) Components of each approved program shall include, but not be limited to, the following:

(a) Program philosophy and objectives which respond to needs projected for Florida teachers.

(b) Curricular offerings in general education, professional education, and subject specialization designed to enable program participants, as a minimum, to demonstrate the competencies contained in the subject matter content standards specified by the Education Standards Commission in the document Subject Matter Content Standards for Florida Teachers, which is hereby incorporated by reference and made a part of this rule, and the educator accomplished practices at the preprofessional level contained in Rule 6A-5.065, FAC. In those specialization areas for which the Education Standards Commission has not specified subject matter content standards, the subject area competencies in the Competencies and Skills Required for Teacher Certification in Florida, Sixth Edition, pursuant to Rule 6A-4.0021, FAC., shall be used. Curricular offerings shall address the importance of democratic values and institutions, the contributions of various ethnic groups to society and stress character development which encourages appreciation of diversity in a pluralistic society. The following curricular requirements are in effect for approved teacher education programs.

1. Education major program requirements for students entering their freshman year of college in or after

the 2001-2002 academic year shall include the following:

a. Nine (9) semester hours in English to include writing, literature, and speech.

b. Nine (9) semester hours in science to include earth science, life science, and physical science, with a minimum of one associated laboratory.

c. Nine (9) semester hours in mathematics to include college algebra or above and geometry.

d. Twelve (12) semester hours in social sciences to include American history and general psychology.

e. Six (6) semester hours in humanities to include philosophy and fine arts.

2. Subject area specialization requirements for students entering their freshman year of college in or after the 2000-2001 academic year shall include the following:

a. A degree major or thirty (30) semester hours in the specialization area.

b. Content preparation to enable students to demonstrate mastery of the subject matter content standards as specified in paragraph (3)(b) of this rule.

3. Professional education requirements for students entering their freshman year of college in or after the 2000-2001 academic year shall include the following:

a. Reading-literacy acquisition.

(I) Students in prekindergarten-primary education and elementary education teacher preparation programs shall successfully complete twelve (12) semester hours to include at least six (6) semester hours in understanding the reading process, beginning reading instruction, assessment, problem identification and prescription, instruction, and teaching reading across the content areas for primary and intermediate grades.

(II) Students in middle and secondary teacher preparation programs shall successfully complete three (3) semester hours in methods of teaching reading to include strategies, assessment, and teaching reading in the content area.

(III) Students in grades K-12 teacher preparation programs shall successfully complete twelve (12) semester hours as specified in sub-sub-subparagraph (3)(b)3.a.(I) of this rule for those areas that are the primary providers of reading instruction. Students in other grades K-12 teacher preparation programs shall successfully complete three (3) semester hours as specified in sub-sub-subparagraph (3)(b)3.a.(II) of this rule.

b. Three (3) semester hours which integrates classroom management, school safety, professional ethics, and educational law.

c. Three (3) semester hours in human development and learning.

d. Three (3) semester hours in assessment to include understanding of the content measured by state achievement tests, reading and interpreting data, and using data to improve student achievement.

(c) A planned series of clinical experiences beginning early in the program and culminating with a final internship. The final internship shall:

1. Provide a full-time field based experience of at least ten (10) weeks in duration.

2. Be conducted under the supervision of high-performing educators.

3. Provide the prospective teacher with experiences of progressive responsibility for student learning and classroom management.

4. Require demonstration of competency at the preprofessional level on the twelve (12) educator accomplished practices specified in Rule 6A-5.065, FAC.

(d) A cohesive program delivery system and a variety of instructional procedures. Courses and school-based experiences shall include instruction, observation, practice and competency demonstration in the following:

1. Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances.

2. Assessment of student learning.

3. Appropriate use of technology in instruction and record-keeping.

4. Teaching strategies for the instruction of Limited English Proficient (LEP) students which meet the requirements set forth in the ESOL Consent Decree for instructional personnel who teach Limited English Proficient students.

(e) Allocated resources and facilities which are sufficient to support the program.

(f) Admission standards and procedures which promote the acceptance of quality teacher education candidates. Strategies shall be implemented to ensure that students admitted under a waiver of the conditions specified in subparagraph (1)(c)3., of this rule receive assistance to demonstrate competencies to meet requirements for certification.

(g) Continuous screening processes.

(h) Program completion requirements, including competency assessment processes. Program completion requirements shall include:

1. Passing the basic skills, professional knowledge and subject area tests which are required for teacher certification.

2. Demonstration of competency at the preprofessional level on the educator accomplished practices.

(i) Student services, including at least academic counseling and placement.

(j) A process for internal program evaluation that makes use of performance data gathered from interns, beginning teachers, and school system supervisors used for program improvement.

(k) Mechanisms for teacher preparation program decision-making and problem resolution.

(l) Sufficient faculty with educational background, training, and recent prekindergarten through grade 12 experience appropriate for the roles to which they are assigned. Effective July 1, 2001, criteria for state-approval shall specify that teacher preparation faculty who have responsibility for professional preparation of students must have recent experience working in prekindergarten through grade 12 schools at no less than five (5) year intervals beginning with the 2001-2002 academic year. Such criteria shall be based upon recommendations developed by the Education Standards Commission, which shall be submitted to the Commissioner of Education by November 1, 2000. The criteria shall include the acceptable experience necessary for satisfying this requirement including the nature of the experience as well as a minimum amount of time to be engaged in the experience during each five (5) year period. School districts are expected to collaborate with colleges and universities to provide opportunities for teacher preparation faculty to engage in meaningful experiences.

(m) A governance structure that involves faculty and students.

(n) A process for the delivery of support and assistance to graduates in the first year of employment.

(4) Program documentation must be available for

appropriate review to include, but not be limited to, the following:

(a) Overall program description, structure, content, sequence, delivery system, and operational procedures.

(b) Evidence of the relationship of program components to professional literature on teacher preparation program development.

(c) Evidence of the relationship of program components to standards recommended by professional teacher education associations.

(d) Evidence of collaboration with school system personnel in program planning, delivery and evaluation.

(e) Descriptions of program clientele.

(f) Staffing requirements.

(g) Teacher preparation program budget by object classification.

(h) Faculty preparation.

(i) Facilities, instructional equipment and materials.

(j) Faculty assignments.

(k) Faculty-student ratio.

(l) Evaluation of faculty performance, including student evaluation.

(m) Established priorities of the chief executive officer.

(n) Current list of students admitted to an approved program.

(o) Evidence of competency demonstration and verification process.

(p) Description of a formal governance structure.

(5) Each teacher preparation program shall be measured against quality indicators related to the components cited in subsection (3) of this rule and the program documentation cited in subsection (4) of this rule. These indicators of quality shall be logically derived from empirical study and professional consensus related to teacher preparation program design, pedagogical practice and subject specialization.

(6) Based on the recommendation of a review team, the Commissioner shall notify the institution of the approval or denial of approval for each teacher preparation program included in the request. A denial of approval shall include identification of specific areas of program weakness that must be corrected prior to reconsideration of approval. For approved programs, the institution shall be apprised of the requirements for continued approval.

(7) Continued program approval criteria.

(a) Continued approval of a teacher preparation program is contingent upon the results of annual reviews of the program conducted by the institution of higher education using procedures and criteria outlined in an institutional program evaluation plan that must be approved by the Department. The institutional program evaluation plan must be submitted to the Department annually and include provisions for involving primary stakeholders in the evaluation process. The plan must document continuous improvement of graduates' performance and program processes and provide evidence that the following standards for continued program approval are met:

1. Standard One--Demonstration of knowledge and skills at the point of preservice program completion. All students who complete the program will demonstrate the 12 educator accomplished practices at the preprofessional level as described in the institutional evaluation plan.

2. Standard Two--Performance on the Florida Teacher Certification Examination. Ninety (90) percent of the students in each program will pass the college level

academic skills test, and the professional education and subject matter subtests of the Florida Teacher Certification Examination.

3. Standard Three--Inclusion of program components mandated by Section 240.529, Florida Statutes, and subsection (3) of this rule. The unit will have complied with program components mandated by Section 240.529, Florida Statutes, and subsection (3) of this rule.

4. Standard Four--Diversity of student population. The diversity of student population enrolled in each program will, over each five (5) year period, increase in both the number of minority students and the number of students in underrepresented groups appropriate to an institution's mission.

5. Standard Five--Satisfaction of employing districts. Feedback from employing Florida school districts will verify that ninety (90) percent of the program graduates who complete their first year of teaching will be rehired or in the case of downsizing will be eligible for rehiring.

(b) The institutional program evaluation plan shall include, but shall not be limited to, the following sections:

1. Evaluation section. This section includes the institution's methods for evaluating compliance with the continued program approval standards.

2. Data section. The data section reports the evidence accumulated through the annual review process to document that the standards for continued program approval are met.

3. Improvement section. This section provides a report of improvements and plans for continuing improvement of program processes and graduates' performance.

(c) The Department shall review the institutional program evaluation plan annually and may provide recommendations for program and plan improvements.

The Department shall provide notification to the institution of non-compliance with the ninety (90) percent criterion specified in Standard Two. An institution upon receipt of notification of non-compliance shall include in the next institutional program evaluation plan a description of the action taken to determine the causes of the poor performance and the actions taken by the institution to correct the problems identified. If the passing rate falls below ninety (90) percent for two (2) years in succession, the Department will, based on its review of the institution's report of actions taken and problems identified, report to the Commissioner who will make a decision concerning continued approval.

(d) During the last year of the program approval period, the Department shall examine the results of the institution's annual reviews for each year of the approval period and recommend to the Commissioner continued approval or denial of approval for each teacher preparation program. The institution shall be notified in writing of the continued approval decision. A denial of approval shall include identification of specific areas of program weakness.

(8) Reinstatement of Program Approval. The approval of a program may be reinstated by the Department at the request of the chief executive officer of the institution upon documentation of compliance with the requirements for initial approval of teacher preparation programs, as provided in this rule.

Specific Authority Chapter 97-4, Laws of Florida, 231.546, 240.529, FS. Law Implemented Chapter 97-4, Laws of Florida, 231.546, 240.529, FS. History - New 7-2-98, Amended 8-7-2000.